



UC DAVIS

DIVERSITY AND INCLUSION
STRATEGIC VISION

2017

UC Davis Principles of Community

Adopted 1990, reaffirmed in 1996, 2001, 2008, 2010 and 2015

UC Davis is a diverse community comprised of individuals having many perspectives and identities. We come from a multitude of backgrounds and experiences, with distinct needs and goals.

We recognize that to create an inclusive and intellectually vibrant community, we must understand and value both our individual differences and our common ground. The UC Davis Principles of Community is an aspirational statement that embodies this commitment, and reflects the ideals we seek to uphold.

The University of California, Davis, is first and foremost an institution of learning, teaching, research and public service. UC Davis reflects and is committed to serving the needs of a global society comprising all people and a multiplicity of identities. The university expects that every member of our community acknowledge, value, and practice the following guiding principles.

We affirm the dignity inherent in all of us, and we strive to maintain a climate of equity and justice demonstrated by respect for one another. We acknowledge that our society carries within it historical and deep-rooted injustices and biases. Therefore, we endeavor to foster mutual understanding and respect among the many parts of our whole.

We affirm the right of freedom of expression within our community. We affirm our commitment to non-violent exchange and the highest standards of conduct and decency toward all. Within this context we reject violence in all forms. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity and respect. We further recognize the right of every individual to think, speak, express and debate any idea limited only by university regulations governing time, place and manner.

We confront and reject all manifestations of discrimination, including those based on race, ethnicity, gender and gender expression, age, visible and non-visible disability, nationality, sexual orientation, citizenship status, veteran status, religious/non-religious, spiritual, or political beliefs, socio-economic class, status within or outside the university, or any of the other differences among people that have been excuses for misunderstanding, dissension or hatred. We recognize and cherish the richness contributed to our lives by our diversity. We take pride in all our achievements, and we celebrate our differences.

We recognize that each of us has an obligation to the UC Davis community of which we have chosen to be a part. We will strive to build and maintain a culture and climate based on mutual respect and caring.

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EXECUTIVE SUMMARY

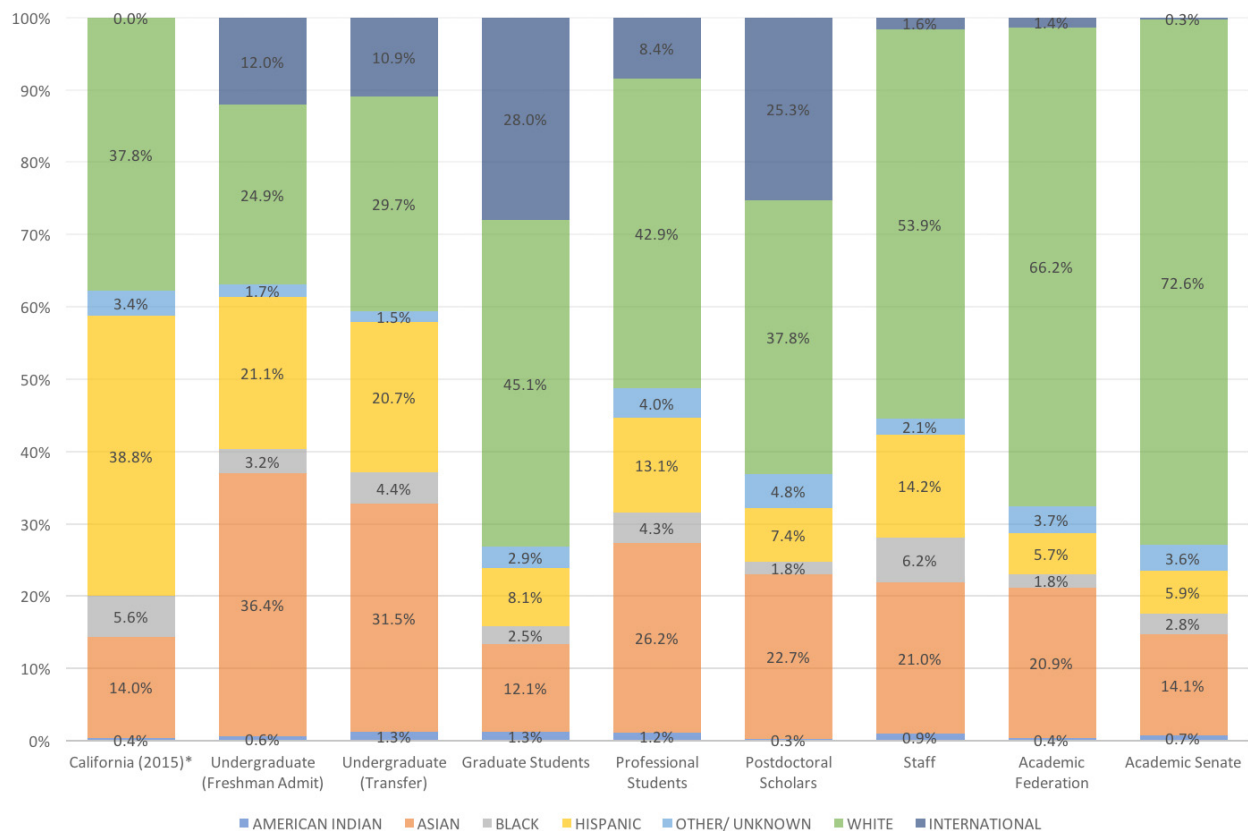
A Diversity and Inclusion Vision for UC Davis

“DIVERSITY—a defining feature of California’s past, present and future — refers to the variety of personal experiences, values and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, geographic region and more.

– University of California Diversity Statement

UC Davis is committed to diversity because it is vital to our mission and enhances educational excellence. As we strive to meet the growth goals of the UC Davis 2020 Initiative, the significant increase in enrollment corresponds with an opportunity to develop a more diverse community of scholars. A clear plan will move UC Davis toward its goal of inclusion excellence, meaning the condition in which all members of a community are encouraged and supported to work, study, and learn in a way that allows each of us to reach our full potential. UC Davis strives to create an environment where everyone feels included and heard. The well-being of our university community depends on all of us feeling free to respectfully express ourselves and on our willingness to listen to one another, even during disagreements.

UC DAVIS DIVERSITY SNAPSHOT



All figures from Fall 2016 unless otherwise noted.
 * Based on American Community Survey 2015 Estimate.

EXECUTIVE SUMMARY

A Diversity and Inclusion Vision for UC Davis

With the UC Diversity Statement and UC Davis Principles of Community as guides, we have defined a set of goals, objectives, and recommended action items that provide a framework for UC Davis to achieve its diversity and inclusion goals. These goals and objectives were developed out of nearly thirty campus community “engagement forums” and many more individual and group meetings with faculty, staff, and students over three years (2013-2016). We hope that those who participated in this process hear in this document a record of their voices, both singularly and as a part of a larger chorus. By recognizing strategies and initiatives that are already embedded in parts of our institution—from CAMPOS Cafecitos to pre-graduate opportunity programs—this document offers opportunities for other parts of the institution to borrow and institute proven best practices.

While publication of this document marks the end to a “visioning” process, it is by no means the end of the important work of implementation, which must take place over a longer period and with the recognition that incremental change is a necessary component of lasting change. This document sets the course for future planning and implementation for a large and complex campus. Only at the college, school, department, and unit level can strategies be prioritized, translated, or adapted into activities that are relevant and consequential. The goal of this document is to provide a framework that rationalizes, for the institution, a set of activities that can help the campus make clear and deliberate progress toward inclusion excellence.

The strategic plan suggests appropriate metrics for measuring the achievement of short- and long-term goals. By realizing this vision, UC Davis will demonstrate its principles of value and respect for all those who work, live, and learn in our campus community.

Thank you for engaging with this plan and joining us in this endeavor.

UC Davis Diversity Facts

In the past five years, the undergraduate student population has grown by 15% (n. 3764), 41% (n. 2173) for undergraduates who identify as underrepresented minorities (URM). URMs are now 25% (n. 7460) of the undergraduate student population. Persons of Color (POC) are 60% (n. 17,765) of the undergraduate student population. 7,343 students reported having a disability. (Fall 2016)

US census data for the state of California estimates that 31% of people age 25 years+ have a bachelor's degree or higher. At UC Davis, 38% (n. 11,242) of the undergraduate student population identify as first generation, having neither parent with a bachelor's degree. (Fall 2016) We are also seeing an increasing number of undergraduate students where both parents have less than a ninth-grade education.

Of the 998 students who enrolled in graduate academic, professional, and self-supporting programs, 14% identified as URM, 31% as POC and 54% were female. Women are disproportionately underrepresented in graduate programs in the College of Engineering and the Division of Math and Physical Sciences. Men are disproportionately underrepresented in professional programs in the School of Education, School of Nursing, and School of Veterinary Medicine.

Seventy-two percent of those in full professor positions with Academic Senate membership are men, 21% are POC, and 7% are URM. For assistant and associate professor positions, the percentage of women is 48%. The percentage of URM is 18% for Assistant Professor positions and 12% for Associate Professor positions.

Of the 850 new hires into Academic Senate and Academic Federation positions in the past five years, 52% have been women and 14% have been URM.

With a population of 21,844, the category of staff represents the largest proportion of the UC Davis workforce. The proportion of URM is 21%; people of color are 42% of the staff workforce. Staff who identify as URM or POC are disproportionately underrepresented in management roles. Women and staff who identify as URM or POC are overrepresented in lower level supervisory roles.

In the 2014 Campus Climate Study, 24% of UC Davis respondents (4,371) reported they had personally experienced exclusionary, intimidating, offensive or hostile conduct; differences emerged based on various demographic characteristics, including position, ethnic or racial identity and discipline of study.

EXECUTIVE SUMMARY

A Diversity and Inclusion Vision for UC Davis

PIPELINE, RECRUITMENT, AND RETENTION

GOAL 1:
Identify, attract, retain,
and graduate a
diverse student body.

A. Focus on identification, preparation, and pipeline activities early in future students' development/schooling and involve community and support networks such as family, K–12 teachers, counselors and schools, community organizations and community colleges.

B. Increase retention and graduation/completion rates of students with a focus on diverse, underrepresented, and underserved student populations.

C. Invest in each student's success, sense of belonging, and cultural competency.

METRICS

- broader demographics of eligibility pools, applicants, and enrollments (by major, school, and college)
 - improved graduation rates and time to graduation for disadvantaged groups
 - student persistence measures (e.g. 2nd-year retention, GPA, progress toward degree)
 - equitable distribution of financial aid and grants
- etc.

GOAL 2:
Identify, attract, and
retain a diverse faculty
and staff.

A. Broaden the diversity of faculty and staff by cultivating a diverse pipeline and ensuring that campus policies, departmental incentives, and funding models are aligned to make aggressive progress on hiring goals.

B. Hold every division, college, school and department accountable for bringing diversity and inclusion excellence into recruitment and hiring practices.

C. Ensure that people thrive—for compliance, retention, and improved climate.

METRICS

- broader demographics of availability pools, hiring pools, and new hires (by location, job group, and level)
 - improved retention and turnover rates
 - improved rates of performance measurement and advancement for underrepresented and disadvantaged groups
 - equity in salary and other resources
- etc.

CLIMATE

GOAL 3:
Advance a climate
that fosters inclusion
excellence.

A. Engage, empower, inform, and hold individuals accountable for fostering an environment where every person feels responsible for advancing diversity and inclusion excellence.

B. Evaluate current institutional barriers to inclusion.

C. Ensure safe campus environments, free from exclusion, intimidation, offensive, or violent conduct. Eliminate negative behavior related to power differentials. Reject normalizations of bias and sexual harm.

D. Sponsor communities of belonging.

METRICS

- holistic evaluation of voluntary separations, FMLA/sick days, workers comp, discrimination cases, and Ombuds visits (by location, job group, and level) shows improved outcomes
 - improved responses to engagement and climate surveys (UC Undergraduate Experience Survey, CUCSA Staff Engagement Survey, COACHE Faculty Engagement Survey)
- etc.

EXECUTIVE SUMMARY

A Diversity and Inclusion Vision for UC Davis

RESEARCH, TEACHING, PUBLIC SERVICE, AND TRAINING

GOAL 4:

Promote diversity and inclusion in research, teaching, public service, and training across campus and in neighboring communities.

- A. Embed cultural competency in all academic and training programs, administrative units/programs and workplaces to support diversity and inclusion goals.
- B. Return benefit to the communities that work with us.
- C. Fulfill the promise of APM 210(d) by promoting and rewarding “contributions in all areas of ... achievement that promote equal opportunity and diversity ... including efforts to advance equitable access to education, public service that addresses the needs of California’s diverse population, or research ... that highlights inequalities.”

METRICS

- holistic assessments of curriculum and training programs show increasing participation numbers and improved learning outcomes
- equitable rates of advancement for all groups
- uptick in external diversity awards and recognition
- improved patient outcomes
- increase in participation of scholars in research related to the African American diaspora
- growing indices of UC Davis diversity scholarship and research
- increased extramural funding for diversity efforts etc.

INSTITUTIONAL COMMITMENT,

GOAL 5:

Ensure accountability to diversity and inclusion efforts on campus and in serving neighboring communities.

- A. Establish a coordinated campuswide effort to implement and report on the progress of this strategic plan.
- B. Embed the structure and resources for diversity and inclusion in all academic and administrative units and within the job responsibilities of those in key roles.
- C. Create a strategic plan with neighboring communities within a 30-mile radius on shared goals for diversity and inclusion.

METRICS

- uptick in external diversity awards and recognition
- broader diversity of those in leadership roles
- regular reporting on diversity goals at school, college, department, and unit level
- increased access to and utilization of diversity data
- assessments of talent management programs and initiatives show increasing participation numbers and improved opportunities for advancement
- increase in funding (extramural and institutional) for diversity initiatives
- increase in localized/regional undergraduate student eligibility and enrollments
- increased localized/regional participation in UC Davis diversity programming etc.

VALUE STATEMENT

The UC Diversity Statement*

The strategic planning committee adopted the UC Diversity Statement and UC Davis Principles of Community as values to define the planning process.

The diversity of the people of California has been the source of innovative ideas and creative accomplishments throughout the state's history into the present. Diversity—a defining feature of California's past, present and future—refers to the variety of personal experiences, values and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, geographic region and more.

Because the core mission of the University of California is to serve the interests of the state of California, it must seek to achieve diversity among its student bodies and among its employees. The state of California has a compelling



interest in making sure that people from all backgrounds perceive that access to the university is possible for talented students, staff and faculty from all groups. The knowledge that the University of California is open to qualified students from all groups, and thus serves all parts of the community equitably, helps sustain the social fabric of the state.

Diversity should also be integral to the university's achievement of excellence. Diversity can enhance the ability of the university to accomplish its academic mission. Diversity aims to broaden and deepen both the educational experience and the scholarly environment, as students and faculty learn to interact effectively with each other, preparing them to participate in an increasingly complex and pluralistic society. Ideas, and practices based on those ideas, can be made richer by the process of being nurtured in a diverse community. The pluralistic university can model a process of proposing and testing ideas through respectful, civil communication. Educational excellence that incorporates diversity can thus promote mutual respect and make possible the full, effective use of the talents and abilities of all to foster innovation and train future leadership.

Therefore, the University of California renews its commitment to the full realization of its historic promise to recognize and nurture merit, talent and achievement by supporting diversity and equal opportunity in its education, services and administration, as well as research and creative activity. The university particularly acknowledges the acute need to remove barriers to the recruitment, retention and advancement of talented students, faculty and staff from historically excluded populations who are currently underrepresented.

* Recommended to the University of California by the Academic Senate of the University of California; adopted by the Assembly of the Academic Senate May 10, 2006; endorsed by the president of the University of California, June 30, 2006; adopted as amended by the Assembly of the Academic Senate, April 22, 2009; endorsed as amended by the president of the University of California, August 17, 2010.

CONTEXT AND METHODOLOGY

The Strategic Planning Process

In August 2014, Chancellor Linda Katehi charged a committee to begin the planning process. The original committee began to meet in October 2014 and spent its first year setting the foundation for the planning process. They defined stakeholders and performed background research. The scope of the review included past initiatives addressing diversity and inclusion; active programs sponsored by campus units, divisions, schools, and colleges; best practices at peer institutions; and advice from leaders within and beyond a university setting.

In October 2015, a reorganized Diversity and Inclusion Steering Committee defined themes and goals to guide further discussion and delegated specific constituent discussions to six working groups:

- ▶ **Regional stakeholders**
- ▶ **Undergraduates** (represented by the Student Committee on Campus Climate)
- ▶ **Graduate and professional students and postdoctoral scholars**
- ▶ **Academic Senate**
- ▶ **Academic Federation**
- ▶ **Staff**

These working groups were asked to:

1. Identify challenges and opportunities for improvement
2. Propose approaches to address these challenges and opportunities
3. Develop key short- and long-term strategies

Additionally, three advisory groups were created to consider the development of a diverse pipeline, data management and analysis, and communications. The steering committee agreed that a mechanism for ongoing accountability and institutionalization of recommendations would also be built into the strategic plan.

An analysis of key findings from the public engagement forums that took place between November, 2015 and April, 2016, along with findings from previous campus reports (2007–2014), and from more recent reports, such as the Ombuds 2014–2015 report, were provided to the steering committee and working groups throughout the planning period. The campus mission statement, the chancellor’s vision statement, “A Vision of Excellence,” the Principles of

Community, and the UC Diversity Statement were four central documents that informed the development of this Strategic Vision for Diversity and Inclusion. The steering committee also took into consideration the campus’ 2020 Initiative: “an ambitious plan to build on the institution’s excellence, create a more diverse community of scholars and achieve financial stability ... [and put] the university on a path toward adding up to 5,000 new [undergraduate] students by 2020, along with corresponding increases in graduate students, faculty, staff and facilities.” Informing the 2020 Initiative is the University of the 21st Century strategic framework, presented to the UC Board of Regents in spring 2016. This framework focuses on new and progressive learning paradigms that place the student at the core of the institution; includes centers of innovation in education, research, scholarship and administration; offers a strong presence and visibility in Sacramento; recommends an investment in addressing deferred maintenance and new construction to support expansion in enrollment; emphasizes improvement in delivery and access for health services; and calls for a plan for financial sustainability. The California Master Plan for Education, in opening higher education to all deserving students regardless of economic circumstance or any other factor, must play a foundational role in any vision for diversity and inclusion at UC Davis.

In the 2015 convocation, Chancellor Linda Katehi reaffirmed the goal to help students graduate in four years and increase four-year graduation rates from 55 percent to 75 percent by focusing on student services and support. A number of other systemwide and campus initiatives and reports complemented the Diversity and Inclusion Steering Committee’s work, including the health system’s process for updating its diversity framework and strategy within the larger strategic plan for the health system. Chancellor Linda Katehi appointed several other committees to address access to success and workplace climate: The Human Equity Subcommittee of the University of the 21st Century Committee, the UC Davis Equity Task Force, and the Task Force on Workplace Climate, all of which have informed the recommendations contained in this report. At key milestones in the planning process, the chairs engaged in intensive consultation with key stakeholders and stakeholder groups (see Figure 3) and will continue to work with those groups to ensure full accountability and institutionalization of recommendations in the plan.

CONTEXT AND METHODOLOGY

The Strategic Planning Process

FIGURE 1: KEY EVENTS TIMELINE

2014	
August 7	Chancellor appoints Strategic Planning Committee on Diversity and Inclusion
October 1–February 2015	Monthly meetings of the full committee
November 17–December 9	Phase One meetings of the working groups
April and May	Yvette Gullatt, UC vice provost for Campus Diversity and Outreach visits to campus and health system
2015	
January 6	Report to the Council of Deans and Vice Chancellors (CODVC)
February 25	Begin weekly meetings of the Steering Committee (ongoing)
November 4	Diversity and Inclusion Initiative public engagement forum
December 2	Health system public engagement forum
2016	
January–April	Student, faculty and staff engagement forums
February 10	Daryl Smith, senior research fellow and professor emerita, Claremont Graduate University, visits to campus and health system
April 30	Draft presented to chancellor and provost and to the Executive Leadership Team on Diversity
June–September	Draft vetted by key campus stakeholders, draft revised
October–November	Launch and invitation for public comment on plan draft
2017–2020	
January–March	Academic Senate review
June	Submit plan to chancellor and provost
October	Launch implementation planning
Ongoing	Monitor and analyze progress, update as needed



CONTEXT AND METHODOLOGY

The Diversity and Inclusion Strategic Planning Process

FIGURE 2: PLANNING FOR DIVERSITY AND INCLUSION



FIGURE 3: CRITICAL DECISIONS

	Chancellor and Provost	Executive Leadership Team for Campus Diversity	Campus Council on Community and Diversity	CODVC	Academic Senate	Academic Federation	Staff Assembly	Graduate Student Assembly	ASUCD	Regional Stakeholders	Full/Steering Committee	Working Groups
Strategic Direction	R	R	C	A	I	I	I	I	I	I	I	I
Mission, Vision, and Values Development	C	C	C	C	I	I	I	I	I	I	R	I
Working Group Membership	C	I	I	C	C	C	C	C	C	I	R	I
Work Plan Development	C	I	I	I	I	I	I	I	I	I	A	C
Environmental Scan and Data Collection	I	I	I	A	C/I	C/I	C/I	C/I	C/I	C/I	R	A
Leadership Team Changes	R	I	I	C	I	I	I	I	I	I	I	I
Goals, Themes, Objectives, and Strategies	C	I	I	C	C	C	C	C	C	C	R	C
Strategic Plan Vetting	R	R	C	R	R	R	R	R	R	R	A	A
Plan Implementation	A	R	A	A	A	A/C	A/C	A/C	A/C	A/C	C	I

R = Responsible (completes work) **A** = Accountable (responsible) **C** = Consulted **I** = Informed

GUIDELINES FOR IMPLEMENTATION PLANNING

A vision for diversity and inclusion must be both aspirational and operational, broad enough to encompass the range of what we do yet specific enough to inspire real action. As with any roadmap, the structure of the plan must have a sense of direction and purpose. It must draw on history and experience even as it sets the course for future improvement.

No strategic plan is fully operational without an implementation plan. Implementation plans, created within the realities of organizational hierarchies, will be working documents that evolve—even as they stay true to the goals and objectives of the original plan. These plans need to be customized to the needs of faculty, students, and staff across all campus units. The strategic plan is the argument for resource allocation for diversity and inclusion efforts; the implementation plans will deal with the realities of that allocation over time. The campus is in a state of active growth, but it faces serious limitations in terms of resources. With the guidance of this diversity and inclusion vision, schools, colleges, departments, administrative units, and governance bodies must decide priorities for themselves, within the context or guidance of the strategic plan, and embed them into budgets and models of evaluation accordingly. Where funding from the Office of Institutional Diversity can be instrumental in giving this plan momentum, we look forward to using the implementation phase to converse with leadership, at all levels, on the appropriate use of institutional resources for incentives and innovation.

Recognizing that the campus is not starting from ground zero, the plan identifies examples and models from across the campus. These examples are not meant to be comprehensive, nor do they imply that the work on a particular objective is complete. In some cases, an example has had limited application, it may answer only part of the strategy, or it may be under-resourced or under-utilized. However, the

model may be one that could be expanded or extrapolated to serve additional constituencies.

In this document, the steering committee has recorded some of the direct feedback we heard in the nearly thirty engagement forums held during the formulation of this plan or read in more than twenty-five recent campus reports that referenced issues related to diversity and inclusion. Under the title “What We Heard,” we include a selection of comments that we heard repeatedly that possessed an important specificity or that represented issues worth underscoring.

As colleges, schools, departments, stakeholder groups and units begin the hard work of acting on the plan, we suggest that implementation teams identify and engage with those strategies that make most sense to them. We acknowledge that not every unit will be able to act on all strategies. Instead, we hope that units will:

- Recognize their unit’s strengths and weaknesses related to diversity and inclusion
- Identify objectives and strategies that are exciting, relevant, and important to their populations
- Communicate the importance of diversity and inclusion to department chairs, supervisors, and individuals, and begin to incorporate the objectives and strategies in their unit’s planning processes
- Embed diversity and inclusion into their values, initiatives and activities
- Provide everyone with the knowledge, skills, tools and training to achieve desired outcomes
- Acknowledge, support and reward successful outcomes

To support these efforts, the Office of Institutional Diversity will offer a program of consultation with individual units; development of toolkits (including workshops and webinars) for departments to use in their own diversity and inclusion planning; highlighting of case studies and successes; funding of innovative ideas; coordinating a resource-intensive website; and continued work on the diversity analytics framework outlined in this plan.

This strategic vision has been one step in an ongoing and evolving effort to achieve the values set forth in our Principles of Community and in the UC Diversity Statement. We hope this vision for diversity and inclusion is just the beginning of an ongoing campus-wide conversation about implementation, benchmarking, prioritization and resource allocation.

Strategic Vision / Plan:	Implementation Plans:
One, intended for all campus	Many, customized at unit level
Means for campuswide engagement	Navigates unit-level realities
Unified vision	Embedded within unit-level strategies
Published at a moment in time	Evolves over time as working documents
Communicated widely; high-profile and public	Targeted to those who will lead change
Argues for resource allocation	Attuned to realities of resource allocation over time
Guides prioritization	Defines what, when, and how funded
Identifies metrics	Sets benchmarks

DEFINING SUCCESS AND MEASURING PROGRESS

Leaders at the university will need a set of simple, clear metrics to know if the campus is making progress on these diversity and inclusion goals. Oversight of these measures must be distributed throughout the structure of the university, especially within divisions, colleges, schools, and departments, the key drivers of transformation and progress for the campus. In developing a data framework for understanding diversity, we recognize the need to create a set of standardized reports (or dashboards) that show the campus its progress and to conduct special research projects that respond to more timeline questions and concerns. We recognize that campus-level reporting cannot answer all questions or determine the cause of certain patterns of concern. Campus reporting is intended to prompt resource allocation for further investigation.

The following principles have guided our approach to data:

- ▶ Create multidimensional benchmarks to track real progress, facilitate data-driven decision-making and support strategic priorities
- ▶ Where relevant, disaggregate demographic data to better identify populations that need attention
- ▶ Change the way data are framed around access and success factors
- ▶ Show trends over time
- ▶ Support benchmarking against peers where valid and useful
- ▶ Reflect, as much as possible, the current ways we understand ourselves, our institution, and our world
- ▶ Tell the diversity and inclusion story at UC Davis by debunking myths and highlighting critical strategies
- ▶ Identify areas for improvement in data collection

We started with a review of available standards and best practices. We referred to the work of other institutions of higher education, organizations that are leaders in recruitment and retention metrics, leading scholars in the field of diversity, and reports produced by or for the University of California Office of the President, the US Departments of Labor and Education, and NSF-ADVANCE. We consulted with UC Davis colleagues in Academic Affairs,

DIVERSITY ANALYTICS FRAMEWORK: STRATEGIC QUESTIONS

Students

- ▶ Is enrollment growth reflected equally/proportionally across all groups?
- ▶ Are certain schools/colleges/majors more “welcoming” to diversity than others?
- ▶ What schools, colleges, and departments are growing, and is that growth enough to make an impact on demographics?
- ▶ Where are underrepresented or disadvantaged undergraduate students falling out of the pipeline to graduation? Where are graduate and professional students falling out of the pipeline to completion of their degree?
- ▶ Where are domestic underrepresented or disadvantaged undergraduates and graduate/professional students coming from?
- ▶ What is the success and progress gap between underrepresented or disadvantaged students and their represented or advantaged counterparts, and where on campus is the difference statistically significant?
- ▶ Is the social and academic environment of UC Davis conducive or detrimental to emotionally and physically healthy, successful students?
- ▶ How is student financial support distributed across underrepresented or disadvantaged students and their represented or advantaged counterparts?

Workforce

- ▶ Are workforce increases reflected equally across all job groups?
- ▶ Are certain types of positions more “welcoming” to diversity than others?
- ▶ Are colleges and schools growing, and is that growth/hiring enough to make an impact on demographics?
- ▶ What can retention rates, turnover rates, duration of hire, vacancy rates and turnover quotients tell us about who is leaving and when? Where are there opportunities for providing greater stability in the workforce, particularly among underrepresented or historically marginalized groups?
- ▶ Who is advancing, how quickly, and in what positions? How equitable are financial resources distributed?
- ▶ Might UC Davis be able to create an algorithm to identify and intervene in climate hotspots?

Peer Benchmarking

- ▶ How does UC Davis compare to UCs systemwide, the Comparison 8¹ and with the graduate student pool?

¹ UC Davis compares itself on faculty salaries and student fees to eight other institutions: Cornell University, Harvard University, Stanford University, State University of New York (Buffalo), University of Illinois (Chicago), University of Michigan, University of Wisconsin, and Yale University.

DEFINING SUCCESS AND MEASURING PROGRESS

Budget and Institutional Analysis, Center for Student Affairs Assessment, Graduate Studies, Human Resources, and Office of Campus Community Relations to identify reliable institutional data sources. While engagement, experience, and perception data are not always a precise measurement, we made a critical review of climate and compliance data and surveys in conjunction with other data to identify further opportunities for improvement and timely response—including but not limited to the American College Health Association National College Health Assessment (ACHA-NCHA), Council of University of California Staff Assemblies (CUCSA) Staff Engagement Survey, the University of California Undergraduate Engagement Survey (UCUES), the UC Cost of Attendance survey, the Collaborative on Academic Careers in Higher Education (COACHE) Survey of Faculty Satisfaction, the Annual Affirmative Action Report and the UC Campus Climate Survey.

With an outline of the strategic vision plan in hand, we created a list of questions to ask the data (see “Diversity Analytics: Strategic Questions,” page 11). We defined aspects of diversity relevant to the process of measurement and assessment (see “Defining Diversity for Measurement,” page 12), recognizing that some of the data will be available historically, some data are starting to be collected now, and some data will have to wait for future development or census-taking. Our preliminary findings are presented in the Data Appendix to this document. These findings are intended to provide context for this document, and highlight opportunities to understand, learn, and improve the diversity and climate of our institution.

DEFINING DIVERSITY FOR MEASUREMENT

Wherever differences are disproportionately represented or underrepresented, it is important to understand whether structural barriers are preventing proportional representation. No system of sorting or categorization is without controversy; neither is it acceptable to assume that a blindness to all categories is equivalent to correcting for biases.

For students, we reflect on the categories of ethnicity, race, gender identity, sexual orientation, disability status, veteran status, age, income, postal code (rural or urban), educational attainment of parents (“first-generation college students”) and residency status. For our workforce, we also reflect on the categories of ethnicity, race, gender identity, sexual orientation, disability status, veteran status, age, education level, rank, salary, duration of employment, citizenship, nation of bachelor’s degree, and postal code (urban or rural).

For undergraduate students, underrepresented status requires a comparison with California and national demographics and an understanding of the pipeline of students from early in the K–14 pipeline. For graduate students, we must understand how our graduate student population compares to the undergraduate student population, as well as the demographics of national M.A., M.S., Ph.D., and professional students. Faculty can also be benchmarked against the national pool of graduate and professional students, composition of their undergraduate population, and hiring at peer institutions. For staff, the campus looks at designated availability pools depending on the position and title—some positions pull candidates from the local area, while others are part of recruitments from a larger—even national—pool of candidates. We also look internally, across our own structures of schools, colleges, departments, divisions, and administrative units, to understand where we can learn from each other on the challenges and benefits of enabling a diverse composition of people and ideas.

RECOMMENDATIONS

PIPELINE, RECRUITMENT AND RETENTION

GOAL 1: Identify, attract, retain, and graduate a diverse student body.

In his 2014 speech at the College Opportunity summit, President Obama noted, “We find an increasing divergence between those who have the skills that today’s jobs require and those who don’t.” The president indicated that higher education is no longer a luxury; it is a necessity for individuals and for the health of our economy. The population of California leads national trends in its diversity, with nonwhite populations representing 61 percent of the state. Races and ethnicities historically underrepresented in higher education make up 47 percent of the state’s population. Creating a diverse and inclusive community that reflects California and the world helps prepare all students for success in a global economy. The jobs of the future demand intellectual, creative and collaborative skill sets. To leave anyone out or behind is to ignore a great opportunity.

Institutions of higher education compete for the most promising and talented students that reflect the state’s diversity, so it is both important and appropriate for UC Davis to partner with all members of California’s public education system to prepare students for their transition to the university. Preparatory programs, admissions, and student support services must be able to recognize the potential in each student and to anticipate their needs. We know that first-generation and low-income students, students with disabilities, veterans, international students, nontraditional students, and students with marginalized identities may need extra support, especially early in their education, to achieve, build resilience, and feel the sense of belonging that is essential to their success at UC Davis. As our campus population grows, we have an opportunity to broaden the experiences of all students. All students, from near or far, need to feel a sense of connection to the campus and the broader community that bridges language and culture. Increasing diversity contributes to, but is also reliant upon, an inclusive environment that provides students more than a teacher and classroom, rather an environment that is thoughtful about a student’s life inside and outside the classroom and that prioritizes students and their education.

WHAT WE HEARD

- ▶ UC Davis is missing an opportunity to influence eligibility in the pipeline and create infrastructures of support in local communities.
- ▶ UC Davis needs to extend its reach to conferences, societies and summer programs that serve underrepresented undergraduates.
- ▶ Financial aid policies, procedures, consequences and opportunities are opaque.
- ▶ Students need more support for the variety of ways they learn—especially the growing population with learning disabilities or mental health challenges.
- ▶ Graduate students need access to more robust mentorship programs and greater assistance with dissertation and grant writing.
- ▶ Graduate, professional schools, and departmental admissions practices are failing to yield diverse cohorts of students.
- ▶ International students, graduate students, and those with disabilities or in need of other student support services, face challenges finding adequate funding.
- ▶ International students, graduate students, students over 24 years of age and students with families need access to living-learning experiences.
- ▶ Students at UC Davis face homelessness and food insecurity.

In our focus on college transitions and preparations, we cannot forget the most basic barriers to access that influence our applicant pool—from admissions applications to parking to financial aid to housing. We cannot assume an inherent understanding of the pathways to and through our university. We must always look at our systems from the perspective of our first generation, low income, international, rural, and underrepresented students. We must seek to understand the burden of deciphering the rituals of higher education for students already stretched by their undergraduate or graduate experience.

RECOMMENDATIONS

OBJECTIVES

A. Focus on identification, preparation and pipeline activities early in future students' development/ schooling and involve community and support networks such as family, K–12 teachers, counselors and schools, community organizations and community colleges.

- i. Pilot programs and partnerships—particularly those that focus on early childhood education and K–3— that can demonstrably increase school persistence and ultimately the eligible pool of diverse college-bound students. **Example: The History Project***
- ii. Build pathways from K–14 to UC Davis student to graduate or professional student to successful career candidate to alumnus/a and citizen of California and the nation.
- iii. Identify and eliminate unnecessary barriers to entry for diverse students related to eligibility, application and admissions, access and financing, community college pathways, and college transitions. As the demographics of the institution evolve, incorporate a process of regularly evaluating where diverse representation goals remain unmet. **Examples: UC Transcript Evaluation Service best practices, University of Texas pre-orientation videos**
- iv. Develop a clear, intentional, and personalized outreach strategy that makes UC Davis a first choice for diverse students. **Example: Diversity Advisory Group at the School of Veterinary Medicine**
- v. Introduce the opportunity to attend graduate or professional school early for prospective and current students, and encourage faculty to cultivate undergraduate interest in graduate or professional school. **Examples: UC Davis Guardian Professions Program, The McNair Scholars Program, UC Leadership Excellence Through Advanced Degrees (LEADS), NSF-LSAMP Bridge to the Doctorate (BD)**
- vi. Expand the role and number of graduate diversity officers.

vii. Partner creatively within the UC, CSU, and community college systems to cultivate a rich pool of diverse graduate and professional students among California undergraduates. **Example: Pathways to the Professoriate**

viii. Advocate for and adopt a holistic graduate school admissions process to improve the diversity of first-year cohorts.

B. Increase retention and graduation/completion rates of students with a focus on diverse, underrepresented and underserved student populations.

- i. Engage all faculty equitably in mentoring diverse students.
- ii. Expand and replicate successful programs on campus that provide persistence, retention, and support services; expand those services by providing easier access across our large geographic footprint and develop effective ways for support services to collaborate. **Examples: Center for African Diaspora Student Success (CADSS), AB540 and Undocumented Student Center, Cross Cultural Center (CCC), Student Academic Success Center (SASC), TRiO, Academic Preparation and Enrichment Program (APEP), Medical School Preparatory Education Program (MSPEP), Center for Chicanx and Latinx Academic Student Success (CCLASS), Native American Student Success Center (NAASC), Services for International Students and Scholars (SISS)**
- iii. Expand support services and flexible education models to serve the increasing number of students often referred to as “nontraditional” that have financial, occupational, or dependent-care obligations that make pursuing a postsecondary education more complicated. **Examples: Transfer Reentry Veterans Center (TRV); Veterans Success Center (VSC); Planned Educational Leave Program (PELP); UC Transfer Pathways; University of California Cross-Campus Enrollment; Bernard Osher Foundation Reentry Scholarship Program**
- iv. Incentivize college-, school-, and department-specific interventions that encompass access, progress and retention challenges specific to underrepresented students in the discipline. **Example: Prep Medico, MURALS**

* See appendix for a list and descriptions of key programs and initiatives.

RECOMMENDATIONS

- v. Respond to the needs of students with learning challenges, disabilities, and mental health concerns. Respond appropriately and with compassion and cultural competence to those experiencing distress, and increase awareness and treatment options across campus.

Examples: University of Denver's Disability Services Program, University of Arizona's SALT Program

- vi. Promote student-initiated, student-led recruitment, retention, and community empowerment efforts. Enable students to act as leaders in their communities.

Example: Student Recruitment and Retention Center (SRRC)

C. Invest in each student's success, sense of belonging, and cultural competency.

- i. Recognize the importance of nonacademic circumstances as they contribute to a student's academic and social success. Coordinate, and improve access to services related to college/postsecondary transitions.

Examples: Educational Opportunity Program (EOP), Special Transitional Enrichment Program (STEP), Linda Frances Alexander Scholars Program (LFA), UC Davis International Welcome Reception for Students, Parents, and Families

- ii. Expand and enrich living-learning communities, cohorts, and affinity groups to provide all students, prospective students, and alumni/ae with rich networks of support throughout their affiliation with UC Davis.

Examples: Casa Cuauhtémoc, African American Shared-Interest Community, First-Year Aggie Connections

- iii. At all institutional segments, ensure that advising and service models are culturally relevant and sensitive to individual student needs. Provide resources and incentives to support new and existing departmental and program-based multicultural organizations.

Example: Graduate Diversity Officers

PIPELINE, RECRUITMENT, AND RETENTION

GOAL 2: Identify, attract, and retain a diverse faculty and staff.

UC Davis has a responsibility to reflect its global values in its workforce. Our campus community thrives when our workforce reflects the diversity of our student population and the patients we serve. To achieve this goal, we must effectively identify, recognize, and eliminate barriers, and increase accountability at the level of the division, college, school, and department.

The actions of each UC Davis employee have an impact on campus climate and in enabling an environment in which opportunity is present for all. Members of the faculty and staff serve as the key interface for all our students and postdoctoral scholars by providing instruction, research opportunities, and mentoring. As a result, the work of diversity and inclusion cannot and should not be done by only one office or individual within a department, and must be integrated into the current work of all faculty and staff. This shift requires appropriate acknowledgements by institutional leadership that this will require some reprioritization of workload demands.

There is a critical need to accurately assess and increase the diversity of faculty, which includes both Academic Senate and Academic Federation faculty positions. Going further, we must acknowledge and engage all those who have an impact on learning, research, and service outcomes—including those who may not directly serve in an instructional capacity.

As one of the early campuses in the UC system to require diversity statements for all faculty applicants, UC Davis is well-positioned to be a model for our peers. Additionally, as one of the largest employers in the region, UC Davis is positioned to lead in diversity and inclusion excellence as it relates to staff. Members of the staff touch every aspect of the UC Davis mission and have a significant influence on campus productivity and student, faculty, visitor, and patient experience. The University of California has the unique advantage of preparing its own workforce; we can recruit internally for staff and future faculty in one of the most diverse undergraduate and graduate student populations in the nation.

RECOMMENDATIONS

Federal, state, University of California, and UC Davis mandates are already in place to positively affect the diversity of our institution. However, compliance with these guidelines continues to fall short of expectations, creating a sense of crisis among many members of the campus. Decisive action on existing policies and an awareness of how hiring and promotion decisions affect the university's composition at the unit and department level, is key to achieving the goals set forth in this strategic vision. Furthermore, engaging all faculty and staff is essential to this effort.

WHAT WE HEARD

- ▶ Underemployment and funding instability undermines workplace climate and wellness for many members of the Academic Federation.
- ▶ Forum participants asked that deans and department chairs take a greater role in ensuring the success of underrepresented minorities (URM) and female faculty in the transition from assistant to associate to full professor.
- ▶ The effective content in the Strength Through Equity and Diversity (STEAD) training program needs to reach further—to all faculty voting on candidates, staff hiring committees, and graduate admissions committees.
- ▶ The campus is inconsistent in providing professional development opportunities to all staff; for example, not enough departments support and promote Individual Development Plans (IDPs), career journey interviews, and SDPS courses.
- ▶ UC Davis continues to fall short in meeting the accessibility and assistive technology needs of individuals with disabilities.
- ▶ The campus needs to better meet the needs of students, staff, and faculty caring for dependents.

Recruitment and retention must be closely related. Diversity goals for faculty and staff cannot be achieved if objectives related to campus climate, institutional commitment, research, teaching, public service, training, and diversifying the student body fall short and thus jeopardize the retention of a talented workforce. Our diverse workforce embodies many different lifestyles and work-life orientations. Creating a work environment that is flexible and healthy enough to accommodate those diverse needs, that provides universal accessibility, and in which supervisors and peers feel competent working within a diverse community, will help to make UC Davis a desirable workplace for all.

OBJECTIVES

- A. Broaden the diversity of faculty and staff by cultivating a diverse pipeline and ensuring that campus policies, departmental incentives, and funding models are aligned to make aggressive progress on hiring goals.**
- i. Allocate resources to faculty hiring initiatives which, by focusing on specific research areas and/or mentoring experience, will result in increased hiring of faculty from underrepresented groups. **Example: CAMPOS Faculty Scholar program***
 - ii. At the level of the division, school, college, and department, partner across the UC system to exchange and recruit diverse graduate and professional students, postdoctoral scholars and other academics for new tenure track faculty positions. **Examples: The UC President's Postdoctoral Fellows Program (PPF), UC Davis Chancellor's Postdoctoral Fellowship Program (CFFP)**
 - iii. Leverage external partnerships to attract a more diverse pool of graduate and professional students, staff, faculty, and academic appointees. **Examples: UC-HBCU Initiative, Capital Resource Network**
 - iv. Promote aggressive use of existing hiring and incentive programs to increase the diversity of faculty. **Examples: Faculty Hiring Investment Program (HIP), Partner Opportunities Program (POP), Target of Excellence (TOE)**

* See appendix for a list and descriptions of key programs and initiatives.

RECOMMENDATIONS

B. Hold every division, college, school, and department accountable for bringing diversity and inclusion excellence into recruitment and hiring practices.

- i. Enforce the mandatory use of diversity statements for hiring decisions at UC Davis and promote consistent use campuswide and systemwide. Create transparent guidelines for using diversity statements in evaluations that rewards both scholarship and service. Expand and adapt the concept to include staff and administrative positions. **Example: UC San Diego Diversity Statement policies and guidelines**
- ii. In collaboration with units and Human Resources, develop a clear and intentional outreach strategy to increase the pool of diverse and talented candidates with the goal of achieving hiring and retention goals, for example, reviewing job postings to include language that is more inclusive.
- iii. Overcome bias and discrimination in hiring by employing policies and practices that disrupt the status quo. **Examples: Strength Through Equity and Diversity (STEAD) Workshops, University of Oregon's and University of Michigan's guidelines for faculty search committees**
- iv. Increase assessment and accountability for pools and yields at the administrative and academic department level. Hold deans, department chairs, and administrative leaders accountable for hiring decisions and for how those decisions are coordinated and communicated to candidates. As much as possible, hiring authorities should diversify Recruitment Advisory Committees (RACs) to ensure diverse perspectives/ voices in the assessment of applicants. **Example: UC Recruit, Affirmative Action Program for Minorities and Females**
- v. Proactively utilize assessment tools such as exit interviews and turnover metrics to understand and act on the reasons behind employee turnover.

C. Ensure that people thrive—for compliance, retention, and improved climate.

- i. Streamline and improve the communication of diversity and inclusion policies, services, and accomplishments to all prospective and current employees.
- ii. Provide robust mentoring and professional development opportunities, especially at critical career and professional transitions. **Examples: CAMPOS, Faculty Academic Development Program, UC Davis Launch Committee, UC Davis Graduate School of Management scholarships for UC Davis employees, Mentoring at Critical Transitions**
- iii. Value efforts that promote participation in mentoring, training, and professional development activities through such strategies as providing release time and rewarding contributions to diversity and inclusion during performance appraisal, merit, and promotion decisions.
- iv. Provide incentives for administrative and academic departments to embed diversity and inclusion training, professional development, and education into their activities.
- v. Accept and facilitate a broader range of career options—conventional and unconventional, academic and industry, at the University of California and beyond. **Example: UC Career Paths**
- vi. In consultation with advisory groups, update policies and practices related to accessibility, accommodation, work-life balance, health and wellness, and universal design so that all members of the campus community can thrive and achieve their full potential.

RECOMMENDATIONS

CAMPUS CLIMATE

GOAL 3: Advance a climate that fosters inclusion excellence.

“The current attitudes, behaviors and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities and potential.”

— Definition of campus climate by Susan Rankin, lead consultant, UC Campus Climate Study Team and professor, Pennsylvania State University

As stated in the Principles of Community, UC Davis aspires to “maintain a climate of equity and justice” and “build and maintain a culture and climate based on mutual respect and caring.” As an institution, our actions must reflect these words. While UC Davis values and promotes civility and mutual respect, the reality is that even one incident of bias (e.g., racist, sexist, homophobic) or one member of the community feeling unwelcomed, excluded, or bullied, is one too many. In the words of Supreme Court Justice Lewis Powell, “wide exposure to that robust exchange of ideas which discovers truth out of a multitude of tongues” is a cornerstone of higher education, so creating spaces for such an exchange is imperative. Every person, irrespective of role or position, must take responsibility for their actions and assume shared ownership of the climate in and around the campus community and workplace.

One of UC Davis’ long-range goals is to be a model of diversity and to create a welcoming and nurturing environment for students, faculty, staff, patients, and visitors. Activities and words that normalize racism, sexism, xenophobia, homophobia, transphobia, ableism, classism, ageism and anti-blackness go against our ideals and create toxic environments for those we most need to welcome and understand. Our practices should enable all participants to be authentically present in the classroom, workplace, health care facility, and community. Such efforts enhance the climate of our university; improve our health and wellness; maximize learning outcomes; increase persistence, retention, and success; and facilitate professional fulfillment and improvement.

Food, energy, health, education, the environment—UC Davis is focused on solving the most pressing challenges facing our world. We are leading the way to a better future by a relentless pursuit of knowledge through innovation. As UC Davis looks to that future and our desire to be the “most visionary

university in the country,” we must move with the same speed and nimbleness as the diverse and globally connected world around us. This will require a campus that promotes collaboration across disciplines, positions, or silos; provides spaces and means to work together formally or informally; and makes accessible resources and services that advance a cooperative climate or respond immediately to a breakdown. In other words, we desire a campus that leverages the diversity and creativity of our many parts to achieve a common vision of education and inclusion excellence that improves our community and our world.

WHAT WE HEARD

- ▶ There is a lack of accountability for ensuring those who work with students or hold supervisory positions possess the necessary cultural competency skill set.
- ▶ UC Davis needs to provide more opportunities to learn or network with others interested in issues around diversity, inclusion, and cultural competency.
- ▶ UC Davis needs more formal mediation services and informal conflict resolution mechanisms.
- ▶ UC Davis needs to identify trouble spots more quickly to minimize the risk of escalation.
- ▶ Staff seeks more opportunities to be with communities of interest or celebrate and learn about other cultures and identities.
- ▶ Not all voices are heard or given equal weight—especially those who do shift work or have not traditionally been given the opportunity to participate on committees or advisory groups.

OBJECTIVES

A. Engage, empower, inform, and hold individuals accountable for fostering an environment where every person feels responsible for advancing diversity and inclusion excellence.

- i. Build opportunities for difficult discussions and reflection on issues of diversity, inclusion, and social justice to become part of daily practice, in which there is an acceptance for the continuous learning that is the building block of cultural literacy.

RECOMMENDATIONS

- ii. Develop programs and services around healing processes, such as restorative justice, conflict resolution, early intervention, and mediation. **Example: UC Davis Police Department Restorative Justice Neighborhood Court***
- iii. Uphold protocols (e.g. PPM 400) for responding to protests in an environment that fosters the free exchange of ideas while maintaining the campus' responsibility to protect the safety of all community members. **Examples: Community healing forums, healing/processing spaces for students**

B. Evaluate current institutional barriers to inclusion.

- i. Create a more robust and actionable evaluation of campus climate survey data, with the goal of identifying and fixing areas of weakness and providing feedback to make future climate surveys more useful and meaningful. **Example: AAMC-USU Climate Toolkit**
- ii. Open lines of communication for individuals to convey problems outside of existing organizational structures, recognizing that not all individuals fall neatly within traditional academic and administrative hierarchies. **Example: UC Davis Office of the Ombuds**

C. Ensure safe campus environments, free from exclusion, intimidation, offensive, or violent conduct. Eliminate negative behavior related to power differentials. Reject normalizations of bias and sexual harm.

- i. Commit resources to implement the primary recommendations from the Task Force on Workplace Climate and the Health System Executive Task Force on Addressing Campus Climate and Mistreatment regarding training, empowerment, reclassifications and hiring, evaluation, policy enforcement, supervisory skill development, and ongoing engagement and assessment (e.g., use of exit interviews). **Example: Is it Bullying? Awareness and Strategies Course**
- ii. Acknowledge the limitations of whistleblower/retaliation policies and bystander reporting and find other tools to identify, investigate, and respond to potential hotspots (e.g., personnel departures figures, FMLA requests, sick leave, workers' compensation claims, and grievances).

- iii. Build competence in dealing with conflict. Identify and include multiple access points, charge a group to coordinate efforts across services and design an educational infrastructure. **Example: Hate-Free Campus Initiative (HFCI)**

- iv. Require and embed diversity, inclusion, and climate content in division, college, school, and department trainings and workshops, especially for those in teaching, supervisory, student-facing, customer service, and decision-making roles. **Examples: UndocuAlly Program for Educators (UPE), LGBTQIA Allyship trainings, graduate and professional student allyship seminar series**

- v. Continue to bring attention, transparency, and due process to sexual assault and harassment investigations. **Examples: #UCDavisUpstander, UConsent**

D. Sponsor communities of belonging.

- i. Expand resources for holistic support services and facilities for diverse communities of faculty, staff, and students. **Examples: Community Resource and Retention Centers, designated staff meeting and gathering spaces**
- ii. Create and support networks of scholars and colleagues to build a sense of belonging and to foster communication across the university. Ensure that technology and structures are in place to facilitate access and dialogue. **Examples: CAMPOS Cafecitos/Coffee Breaks, Graduate Diversity Network, New Faculty Network (NFN), Global Ambassador Program, First Friends, International Friendship Program**
- iii. Remove barriers for groups to find meeting space, do outreach and source funding for activities and initiatives, and to build sustainability into their endeavors. Encourage communities and groups to interact and collaborate. **Example: Center for Student Involvement**
- iv. Create spaces that foster healthy/dynamic formal and informal interaction between and among all community groups and constituencies (i.e., students, staff, faculty, community). **Example: Chinese Students and Scholars Association at UC Davis, Employee Resource Groups (ERGs)**

* See appendix for a list and descriptions of key programs and initiatives.

RECOMMENDATIONS

RESEARCH, TEACHING, PUBLIC SERVICE, AND TRAINING

GOAL 4: Promote diversity and inclusion in research, teaching, public service, and training across campus and in neighboring communities.

This plan challenges UC Davis to embed diversity and inclusion into the heart of its fundamental mission of research, teaching, and public service: “the right to rise” in the words of those who established the land grant vision of an institution that provides for the advancement of all. Campus growth, new initiatives, emerging research, and high-profile funding opportunities have created increasing opportunities for UC Davis to embed diversity and inclusion into its daily work; approaches to teaching, learning, and the curriculum; and public service.

A diverse and inclusive campus has the power to improve the problem-definition and problem-solving work that is integral to the intellectual life of the campus. For example, building on its ADVANCE program founded in 2012, UC Davis is committed to promoting a multiplicity of perspectives derived from both gender and cultural diversity to increase research innovation and to enhance its ability to solve complex problems that transcend disciplinary boundaries. When UC Davis incentivizes the discoveries, innovations, and technological breakthroughs that contribute to the public good—locally, nationally, and globally—our work will have a profound and enduring impact. UC Davis has expressed its commitment to identifying role models among our scholars, students, and staff and to promoting the work of centers and research groups that are focused on issues of diversity, equity, and inclusion. Many departments across campus have and will continue to support diverse communities of patients, students, staff, and faculty. Acknowledging and valuing their work is essential in an increasingly global and diverse economy that will demand greater cultural competency skills, as well as the transformative thinking, unique perspectives, interdisciplinary approaches, and leadership that thrive in an inclusive environment.

WHAT WE HEARD

- ▶ Service to students is under-prioritized in evaluations of faculty. Faculty of color and women are sought out more often by students as mentors and are in high demand as participants on search committees and other groups.
- ▶ Current funding structures punish rather than reward those colleges and departments that admit diverse students and provide a diverse array of majors, courses, and graduate seminars.
- ▶ Demand for the annual intensive staff diversity training outpaces its current capacity.
- ▶ Instructors can and should do more to use concepts, images, and language in lectures and assignments that demonstrate the significance of diversity in terms of race and ethnicity, sex, gender and gender expression, sexual orientation, disability, religion, etc.
- ▶ Emphasis on student evaluations in faculty merit and promotion reviews remains problematic given the apparent bias against women and minority faculty.
- ▶ Students seek more opportunities to be involved in community service, experiential learning, and mentoring, particularly in health-related curriculum.
- ▶ Recognize that staff, in addition to faculty, can and do contribute to diversity and inclusion-related research.

OBJECTIVES

A. Embed cultural competency in all academic and training programs, administrative units/programs, and workplaces to support diversity and inclusion goals.

- Create an advisory group to help embed diversity and inclusion research, service, teaching, and training across all divisions, colleges, schools, and departments.
- Engage students and instructors in a comprehensive review of general education requirements around cultural literacy for greater emphasis on domestic diversity literacy and social justice. Offer innovation grants for faculty to develop new, responsive curriculum

RECOMMENDATIONS

in undergraduate and graduate courses and seminars.

Examples: Professionalism, Ethics and Cultural Enrichment (TEAM-PEACE), Partners in Transforming Community Health (PITCH)

- iii. Involve students in more high-impact, high-quality, and applied learning activities that involve real-world problems, progressive issues, community-based research, and big questions. Provide all students and postdoctoral scholars with opportunities for hands-on, experiential learning in challenging environments, including leadership roles. **Example: Summer Institute on Race and Health**
- iv. Expand opportunities for formal and informal interactions between faculty and students, staff and students, faculty and staff, and student peers that promote high-level academic and social engagement while strengthening a sense of community and the learning environment.
- v. Promote and provide students and staff with formal diversity certification programs and professional development. **Examples: The History Graduate Diversity Certificate Series, Diversity and Inclusion Certificate Program at UC Santa Cruz**
- vi. Ensure that diversity and inclusion concepts are strongly embedded in mandatory trainings for those in supervisory roles and for new employees.
- vii. Promote and expand new research and collaborative research opportunities related to diversity and inclusion for staff and faculty.

B. Return benefit to the communities that work with us.

- i. Develop an intentional outreach strategy that engages our community partners in an active and ongoing dialogue about local needs and areas of mutual concern and interest.
- ii. Increase opportunities, build partnerships, and remove barriers so that students, faculty and staff can have an impact in the community through service.

iii. Provide students with opportunities for service learning and community-based learning, in which students can potentially explore cultural contexts, life experiences, social justice and worldviews different from their own.

iv. Create a more transparent process for managing and reporting the university's engagement with vendors and suppliers and incentivize business relationships with businesses owned by minorities, women, veterans and other disadvantaged persons, as well as small businesses in neighborhoods in disadvantaged or underutilized areas.

v. Provide incentives for individuals and teams to publish public scholarship on diversity-related topics. **Example: UC Davis Annual Study of California Women Business Leaders.**

C. Fulfill the promise of APM 210(d) by promoting and rewarding “contributions in all areas of ... achievement that promote equal opportunity and diversity ... including efforts to advance equitable access to education, public service that addresses the needs of California’s diverse population, or research ... that highlights inequalities.”

- i. Align merit and reward structures for faculty with APM 210(d) and calibrate rewards across departments.
- ii. Institutionalize the role of the Affirmative Action and Diversity Committee of the Academic Senate and Academic Federation in implementing APM 210(d).
- iii. Implement recent recommendations from the ADVANCE Policies and Practices Review Initiative Committee and the UC Davis Faculty Salary Equity Analyses Report.
- iv. Create new competitive opportunities and promote existing systemwide and national initiatives that fund diversity and inclusion research, teaching, service and training. **Example: NSF INCLUDES**
- v. Allocate resources for a research center focusing on African American faculty research interests.

* See appendix for a list and descriptions of key programs and initiatives.

RECOMMENDATIONS

INSTITUTIONAL COMMITMENT

GOAL 5: Ensure accountability to diversity and inclusion efforts on campus and in serving neighboring communities.

Underlying this goal is the belief that to make sustained, systemic change to our identity as an institution fostering inclusion excellence, UC Davis must embed the principles and goals of diversity and inclusion in every aspect of campus. As stated in the University of California Diversity Statement (Regents Policy 4400): “Diversity should ... be integral to the University’s achievement of excellence.”

To realize the benefits of a community that embraces a diversity of cultures, experiences, and perspectives, we must strive to be an inclusive community. The vision this document imagines will require a concerted effort by all of us, from the newest student to the most senior administrator. Those in a position of leadership—at all levels—must direct their efforts to incorporate into the fabric of the university, the values and goals found in this strategic vision. Diversity and inclusion cannot be merely a “campaign” or an appendix to how the university views its mission but indivisible from it.

Essential to this goal of institutional commitment are the ideas of accountability and resource allocation. Accountability should have a broad range of meanings: transparency, access to data, and clear expectations of future success. The long-range commitment of resources—time, personnel, and funds—must be invested in these goals and objectives. This strategic vision provides an argument for the allocation of these resources for diversity and inclusion efforts so that they can be embedded into budgets and models of how the university operates.

The overall goal of this strategic plan is to create a guide that calls upon every member of the campus community to act as an ambassador of diversity and inclusion. The following objectives and strategies reflect steps to ensure that UC Davis delivers sustained attention to diversity and inclusion activity both within and beyond the institution, regardless of changes in leadership over time.

WHAT WE HEARD

- ▶ UC Davis does not have a clear, uniform, and accessible set of benchmarks to understand its progress around diversity and inclusion.
- ▶ Staff and students need a greater voice and more formalized involvement in diversity and inclusion efforts across the university.
- ▶ Without accountability at every level, from the chancellor to the individual, UC Davis will have difficulty making progress.

OBJECTIVES

A. Establish a coordinated campuswide effort to implement and report on the progress of this strategic vision.

- Identify and reward successful diversity and inclusion outcomes that lead to policy and procedures change. Develop a process to build financial and institutional sustainability into diversity and inclusion initiatives.
Example: ADVANCE Sustainability Plan
- Expand opportunities for diversity and inclusion idea generation and innovation. Identify and commit resources and incentives for forming diverse teams and developing projects that advance diversity and inclusion ideas.
Example: Diversity and Inclusion Innovation Grant Program
- Support a data governance team (experts in the business rules of the organization) to work with technologists (experts in the tools used to collect and report data) to improve the integrity of diversity data at UC Davis and take ownership of the Diversity Profiles data infrastructure project.
- Empower Human Resources to focus attention on proactive diversity and inclusion practices, including talent management, in developing and strengthening human relations skills and abilities in the campus community and workplace.

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- v. Commit time and resources to catalog and coordinate initiatives and ideas; consult, coordinate and collaborate with schools, colleges, departments and units; sponsor performance measurement and otherwise promote and incentivize diversity and inclusion activities across the university.
 - vi. Develop and embed in all activities a communications plan on diversity and inclusion for the internal campus community. **Examples: Diversity-themed, resource-rich websites at University of Oregon, UCLA, UC Berkeley, and University of Michigan**
- B. Embed the structure and resources for diversity and inclusion in all administrative units and within the job responsibilities of those in key roles.**
- i. Require every division, college, school, and department to create a measureable action plan based on this Diversity and Inclusion Strategic Vision and establish a budget line to ensure fulfillment of the action plan. **Example: School of Veterinary Medicine, “Increasing Diversity—to Reflect California’s Population”**
 - ii. Support and acknowledge divisions, schools, colleges, and departments that offer majors that attract diverse students, provide diversity curriculum for GE requirements, and offer seminars or courses that further cultural competency for students in other majors.
 - iii. Incorporate diversity in existing metrics (e.g., differential graduation rates) for annual reporting and calibrate them across each division, college, school, and department.
 - iv. Hold department-level leadership responsible for a systematic review of policies and procedures, both to ensure compliance and to align operations with diversity and inclusion goals and objectives.
 - v. Establish professional standards and expectations for campus leadership to enhance and promote diversity and inclusion within their designated areas of responsibility and spheres of influence.
- vi. Incorporate the role of equity and inclusion advisers to serve as resources in every division, college, school and department. **Example: UCLA, UCSF, UC Irvine, and UC Berkeley**
 - vii. Enlist departments and administrative units in a campaign to share and sustain campus values around diversity, inclusion, and social justice.
- C. Create a strategic plan with neighboring communities within a 30-mile radius on shared goals for diversity and inclusion.**
- i. Convene a UC Davis and neighboring communities task force charged to explore issues and coordinate diversity and inclusion activities between the university and neighboring communities.
 - ii. Pilot programs with UC Extension, the Mondavi Center, UC Davis museums, and other community-facing programs to provide customized courses and services that serve the region and enhance access to the university among the region’s most diverse and underserved communities (e.g., English language courses, college readiness programs, and telemedicine).
 - iii. Develop and pilot programs for family members of employees working at UC Davis that enhance access for first-generation college students and diverse communities.
 - iv. Create and circulate to regional public school districts and community centers a comprehensive inventory of existing UC and UC Davis programs and events that work with students and their families to ready them for college generally and for the opportunities at UC Davis specifically.
 - v. In working with neighboring communities, develop a communications and engagement plan that will ensure that diversity and inclusion is a feature of any activity in which we collaborate.

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Kathy Glead, Chief Diversity Officer, Graduate School of Management; Senior Director, Graduate School of Management
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Enrique Laverna, Former Dean of Engineering
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Mercedes Piedra, Director of Multicultural Education at the Office for Equity, Diversity and Inclusion (OEDI)
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Kirsten K. Hammann, Associate Director
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Debra Cleveland, Content Specialist

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APPENDIX | DATA

An important component of the strategic planning process has been to describe UC Davis through a lens of diversity data. We have taken inventory of the data available on campus and beyond, and we have used those sources to emphasize the urgency for implementing the recommendations in this document.

Context

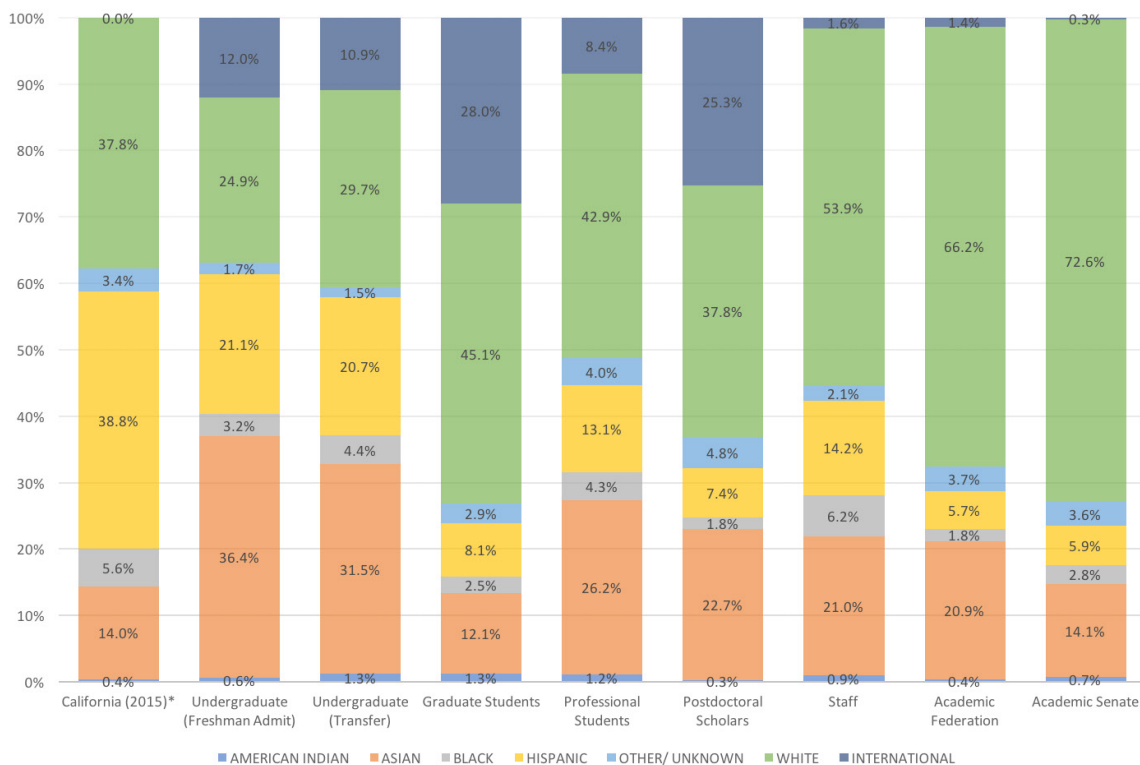
As a public, land-grant institution, UC Davis has a responsibility to serve the citizens of the state of California. Forecasters at the Pew Research Center (2008) have described what the demographics of the United States will look like in 2050. California is already there. Our undergraduate student population reflects this shift.

The progress to map undergraduate diversity into our graduate and professional programs and especially into our faculty and our workforce has been slower, yet the opportunities are clear. Graduate students benefit by building cultural competence through teaching a diverse undergraduate population and new research topics emerge out of interactions between scholars at all levels.

To better reflect the state of California, UC Davis has been working toward designation as a Hispanic Serving Institution (HSI), where more than 25% of the student (undergraduate and/or graduate) population is Hispanic. More than 50% of the K–12 students in California are of Hispanic background and Latinx have the largest education disparity among all ethnic groups in California, with just 10.7% of Latinx adults 25 and older holding a bachelor’s degree. In Fall 2016, UC Davis Hispanic undergraduate population was 21% (n. 6175), a four percentage point increase in five years. Through a commitment to K–12 outreach and preparation, UC Davis aims to continue to address disparity in its enrollment of Latinx students. Becoming an HSI also goes beyond enrollment figures: In achieving this designation, UC Davis makes a further commitment to support the retention, academic progression, and timely graduation of all students admitted to our campus. UC Davis needs to strive for inclusion as vigorously as it reaches for diversity.

Poverty is another issue that affects the diversity and success of our undergraduate population. A higher percentage of people live in poverty in California as compared to the

UC DAVIS DIVERSITY SNAPSHOT



All Figures from Fall 2016 unless otherwise noted.
 * Based on American Community Survey 2015 Estimate.

APPENDIX | DATA

U.S. (California: 16.4 %, U.S.: 14.8%). Various initiatives at UC Davis provide transition assistance, retention services, and internship opportunities for students. The Center for Poverty Research at UC Davis was established in 2011 with core funding from the U.S. Department of Health and Human Services as one of three federally designated Poverty Research Centers whose mission is to facilitate non-partisan academic research in the United States. UC Davis has introduced several initiatives to address food insecurity and homelessness so that all students can focus on learning. The *New York Times* rated UC Davis No. 2 among all universities in the U.S. for educating students of diverse economic backgrounds in 2015.

Eighteen percent of residents in the county of Sacramento live below the poverty line. We may think of Sacramento as an urban center, but the county includes a large rural population as well, many of whom must travel miles to access quality care. Because of its location, UC Davis Health (UCDH) is uniquely positioned to make an impact in both rural and urban settings. UC Davis was an official partner in the multi-year Sacramento Promise Zone initiative, with its goal of improving health care access and economic growth. UCDH is exploring a joint partnership with a local Federally Qualified Health Center (FQHC) in the immediate vicinity of the Sacramento campus and the feasibility of providing a mobile clinic to provide primary care services in the community and to support student-run clinics.

UC Davis must continue to be at the forefront of a national discussion of health care financing. Despite health care reform, access is still limited in California—and will continue to be while support for Medi-Cal remains underfunded. At community engagement forums that took place at UC Davis Health, participants noted that discontinuation of contracts with Medi-Cal affiliated insurers has had an adverse effect on their exposure to a culturally and socio-economically diverse patient population in the primary care setting, a key driver for diverse faculty, clinicians, staff, and students to choose UC Davis.

The education and training of students and residents who are interested in learning best practices of serving the underserved, the uninsured, and the underinsured remains a high priority, and UCDH recognizes that having a diverse workforce is a key component in the delivery of quality, competent health care. Studies by the U.S. Department of Health and Human Services and the Institute of Medicine

have indicated that race concordance between patients and physicians can result in improved patient satisfaction and trust, with better adherence to medical treatment, health literacy and patient safety. One of the most significant gaps is in the Latinx community, where Latinx make up 39% of the state's population but only 4.7% of physicians in California. To respond to this need, UC Davis School of Medicine launched the Prep Medico initiative in partnership with The Permanente Medical Group.

Another group that faces challenge and inequity when seeking health care is the LGBTQIA community. Improving outcomes for this community has been a focus of several initiatives at UCD Health. The nation's largest lesbian, gay, bisexual and transgender (LGBT) civil rights organization, the Human Rights Campaign Foundation, has recognized UC Davis Medical Center as a Leader in Healthcare Equality for creating a safe, inclusive and welcoming environment for LGBT patients and employees, and the Campus Pride Index gives it 4.5 out of 5 stars.

UC Davis attracts a high proportion of international scholars to its graduate academic (28%) and professional (8%) programs and to its Postdoctoral appointments (25%). Twelve percent of undergraduates and fewer than 2% of members of the workforce (Academic Federation, Academic Senate, and staff) are considered international. UC Davis has a global reputation that attracts scholars from all over the world to research, study, and teach. Scholars with international backgrounds bring many experiences to our campus and confront their own challenges in integrating into an American system of higher education. While some have faced difficulties in their home countries or discrimination in the United States, their experience is often different from those who have felt systemic discrimination in the United States from an early age. Where possible, we try to bring some of this understanding to the data, with the caveat that many disagree as to who should be considered international and when it is appropriate to make that distinction in analyzing a set of data.

Understanding our place in our communities gives context to the data that follows. These sections explore the demographics of our students and workforce and summarize the findings from various engagement and climate reports to create a picture of what we look like and suggest directions for further data mining and analysis.

NOTES AND SOURCES

- ▶ For data used throughout this document, we define underrepresented racial and ethnic minorities (URM) as: African Americans, American Indian/Alaska Native, Chicana/Latinx (including Puerto Rican), and Pacific Islander (including Native Hawaiian). The term “People of Color” (POC) includes all underrepresented minorities and Asian categories (Chinese-American/Chinese; East Indian/Pakistani; Filipino/Filipino-American; Japanese American/Japanese; Korean-American/Korean; Other Asian; SE Asian; not Vietnamese; and Vietnamese). URM and POC exclude the following categories: Other White/Unknown/Decline to State and White.
- ▶ The University of California is committed to providing the opportunity for students, faculty, and staff to report their sexual orientation, gender identity, and gender expression on any forms used to collect demographic data. At both system-wide and campus levels, leaders have appointed groups to facilitate the integration of gender expression and sexual orientation questions are being integrated into admissions applications (undergraduate and graduate), job applications, and data systems—and to resolve issues of incompatibility with historic data. Not all systems yet have the capacity to report out this data; therefore, many of the following charts and graphs do not provide a full representation of the LGBTQIA community.
- ▶ In this plan, we primarily use the term Latinx to refer to those who identify as Hispanic, Chicana, Chicano, Chicana, Latino, and Latina. The purpose of using “x” in Latinx (and Chicana, when used) is to allow for the Chicano, Chicana, Latino, and Latina community to include all those who identify and don’t identify within the gender spectrum.
- ▶ International status for faculty and staff (including postdoctoral scholars) is based on citizenship status per the standard set by the 2015 UC Accountability report, especially the footnote on page 115. Undocumented students are counted as students from California (not international).
- ▶ Workforce categories exclude students (undergraduate and graduate) but do include medical interns and residents. Postdoctoral scholars are included in workforce categories (staff and Academic Federation). The staff categories include anyone not specifically designated as Academic Federation or Academic Senate. Academic Senate and Academic Federation charts exclude emeritus or recall.
- ▶ Workforce data is based on an October 27, 2016 snapshot and includes only those active on that date. Charts on recent hires (October 2011–October 2016) depend on the employee start date, excluding employees who both started and separated before the snapshot.
- ▶ The programmatic category of graduate academic includes graduate groups and departmentally-based programs.

Data sources

Most of the graphs and charts in this section use data from the following systems as provided by staff in Academic Affairs, Graduate Studies, and Institutional Analysis:

UC Corporate Personnel System (PPS), October 2016 snapshot

UC Davis Banner Student Information System, Fall 2009 to Fall 2016 Enrollments

Other sources include:

American Community Survey (ACS), 2015, 1-year estimates, U.S. Census Bureau

Division of Student Affairs Assessment Student Persistence Measure Survey data, Fall 2016

Integrated Postsecondary Education Data System (IPEDS), Institute of Education Sciences–National Center for Educational Statistics, 2014

National Science Foundation, National Center for Science and Engineering Statistics, Survey of Earned Doctorates

Pew Research 2008

UC Campus Climate Study, 2013

UC Davis COACHE Faculty Satisfaction Survey 2012–2013

UC Fall 2015 Enrollment Headcount by Level and Ethnicity

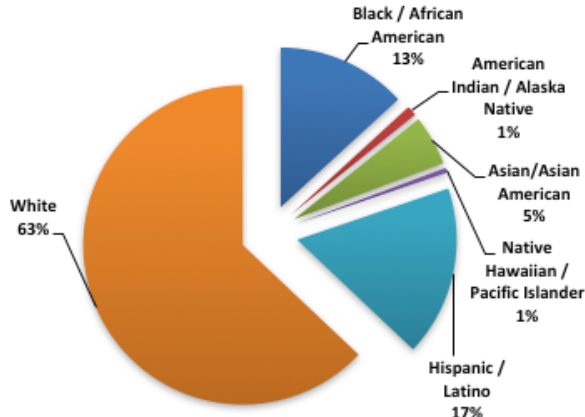
UC Undergraduate Experience Survey (UCUES), 2016

United States Census Bureau Quick Facts.

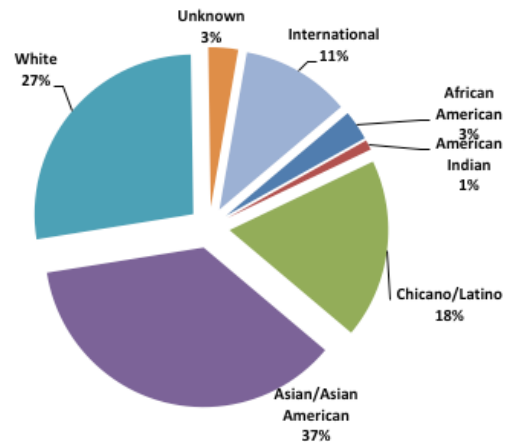
Quick Facts data are derived from Population Estimates, American Community Survey, Census of Population and Housing, Current Populations Survey, Small Area Health Insurance Estimates, Small Area Income and Poverty Estimates, State and County Housing Unit Estimates, County Business Patterns, Nonemployer Statistics, Economic Census, Survey of Business Owners, Building Permits.

APPENDIX | DATA

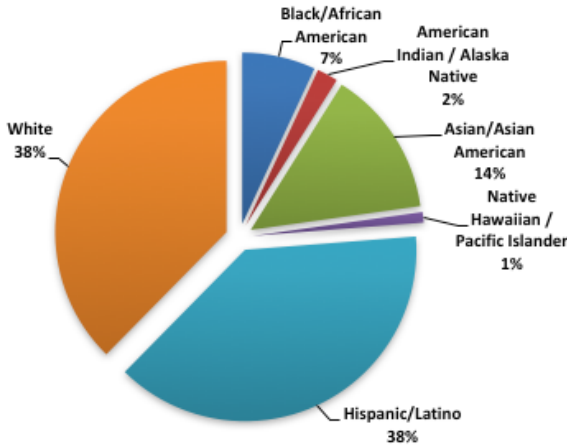
2015 US Population Demographics



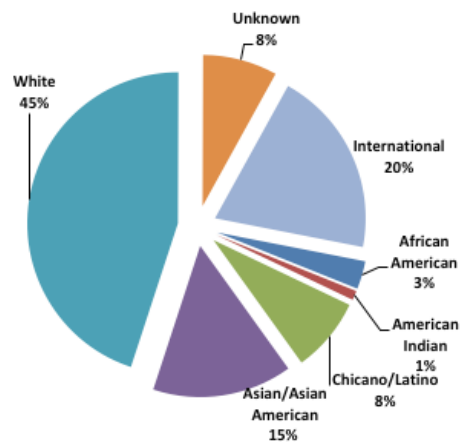
Fall 2015 UC Davis Undergraduate Demographics



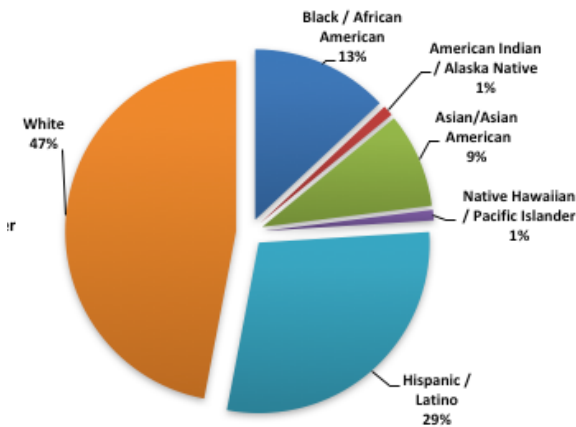
2015 California Demographics



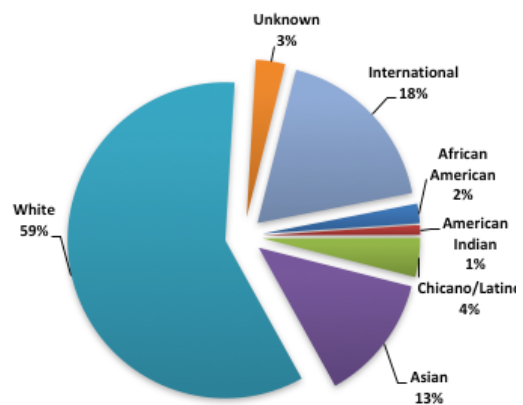
Fall 2015 UC Davis Graduate Student Demographics



2050 Projected U.S. Demographics



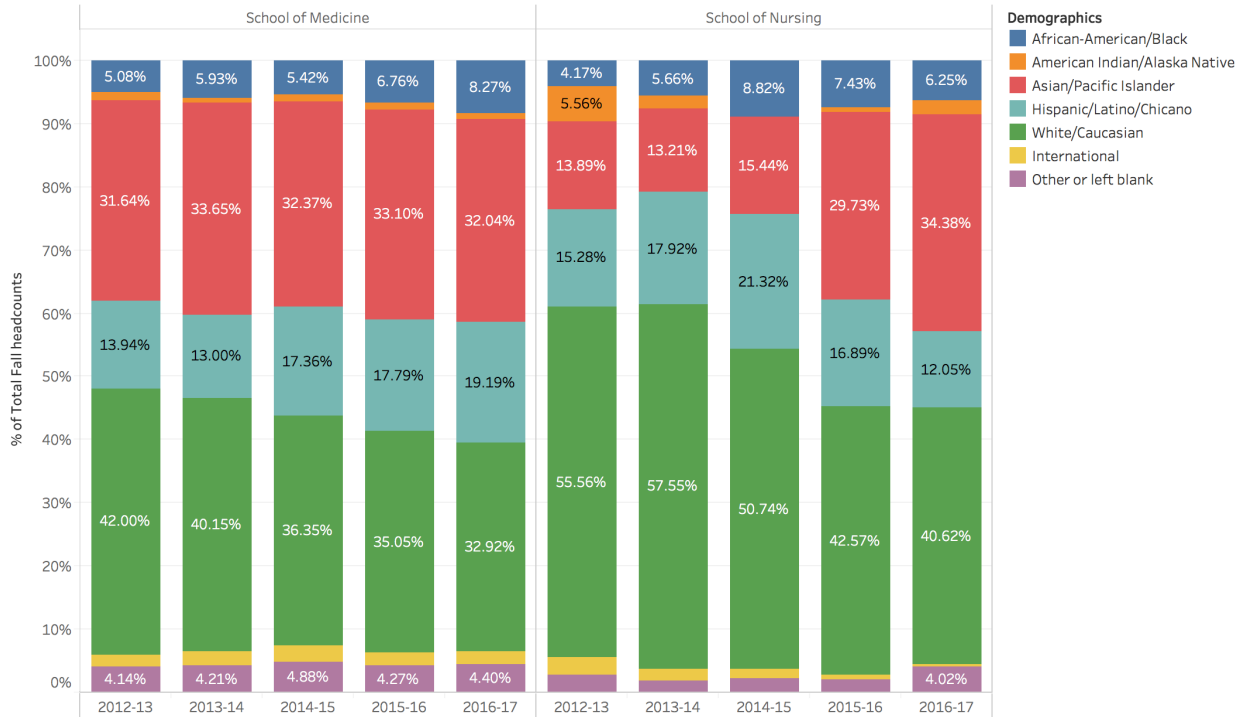
Fall 2015 UC Davis Faculty Demographics



Data does not include professional student population and health science residents

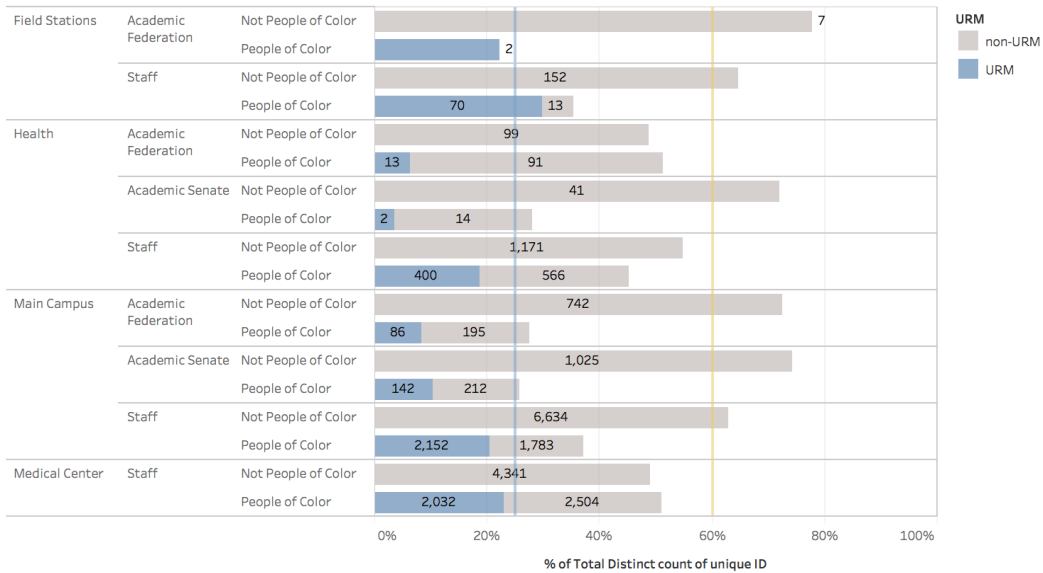
APPENDIX | DATA

School of Medicine and School of Nursing enrollment by race/ethnicity, change over time, 2012-2017.



Workforce members who identify as POC/URM, by campus

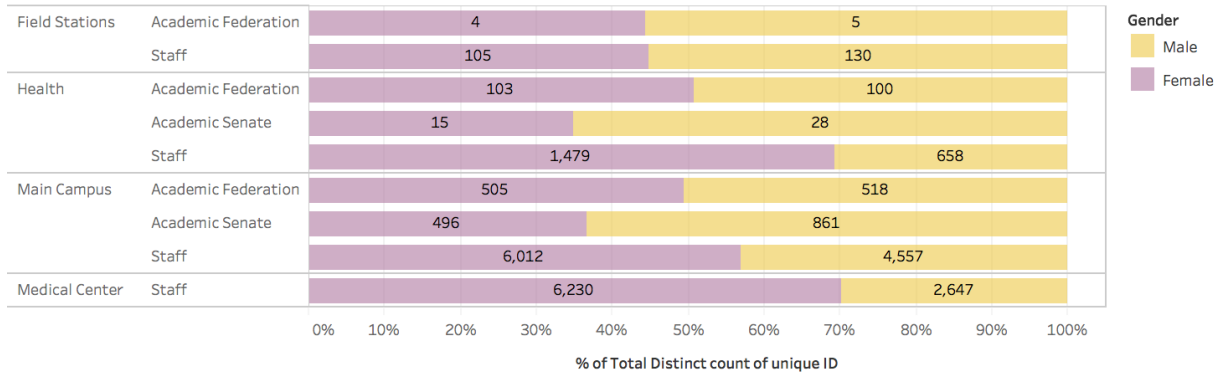
As of October 2016. The blue reference line represents the proportion of URM undergraduates (25%) at UC Davis. The gray reference line represents the proportion of POC undergraduates (60% at UC Davis).



APPENDIX | DATA

Workforce members by gender and campus.

As of October 2016.



UNDERGRADUATE STUDENTS

In Fall 2016, UC Davis enrolled a record number of URM freshmen.

- 7,460, or 25% of the total class enrollment identified as URM, compared to 5,287 or 21% of the Fall 2012 enrollment
- 60% identify as a POC
- 59% identify as female
- 168 students identify as veterans, 47 as reservists, and 177 as the dependent of a veteran

On average, undergraduate students who identify as URM take longer to graduate. Responding to recommendations in the report of the Blue Ribbon Committee for Enhancing the Undergraduate Experience (2013), UC Davis established specific benchmarks and set goals accordingly to increase graduation rates for URM and all students; in the four years following the report's publication, the campus has strengthened advising programs, streamlined pathways to graduation, established mechanisms for skilled mentoring and supported these enhancements with learning and assessment technologies.

In 2015, 69% of Californians over the age of 25 did not hold a bachelor's degree or higher. Latinx have the largest education disparity among all ethnic groups in California, with nearly 90% of Latinx adults 25 and older without a bachelor's degree. With a college degree increasingly

becoming a prerequisite for many jobs, the number of first generation students—those whose parents are without a college degree—is on the rise throughout the UC system.

The proportion of First Generation students at UC Davis was 38% in 2016, a three percentage point increase since 2012. Within the category of students who identify as Latinx, 65% also identify as first generation, the highest proportion among race/ethnic groups. For most race/ethnic categories, the proportion of first generation students is increasing as fast or faster than overall enrollment within the category.

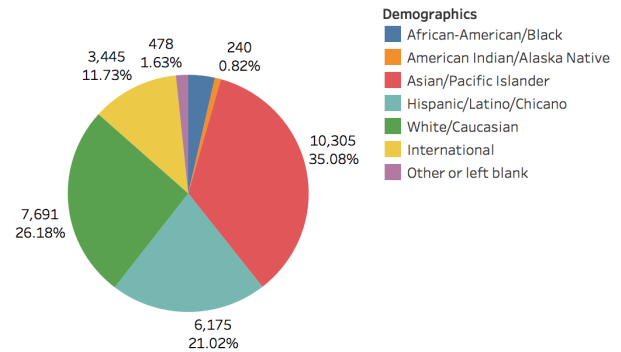
The distribution of students from diverse ethnic and racial backgrounds is inconsistent across colleges, and many departments are supporting a higher proportion of first generation and URM students, an effort that must not go unrecognized or under-resourced. The highest numbers of URM students are in the Division of Social Sciences and the College of Agricultural and Environmental Sciences. URM students are disproportionately over-represented in the Division of Humanities, Arts & Cultural Studies. URM students are disproportionately underrepresented in the College of Engineering and the Division of Math and Physical Sciences.

UC Davis seeks to welcome an increasing number of students who learn differently, and students, staff, and faculty who face challenges related to physical or intellectual disabilities or mental health illnesses. Across all undergraduate, graduate academic, professional,

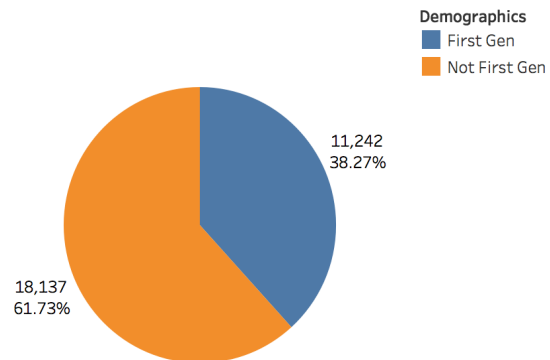
APPENDIX | DATA

and self-supporting programs, 437 students identified as having a disability, this figure is down from 816 students identifying as having a disability in 2012. The system records self-identification as having a disability and requests for accommodation. Universal accommodation practices and mobile tools may decrease the need for students to make formal requests, but more research is needed. Members of focus groups report that services and accommodation for those with challenges related to mental health are stretched thin. UC Davis is not alone in its need to better understand the scope of need. Across the country, students, staff, and faculty alike are demanding more and better access to services along with diversification of professional counseling staff.

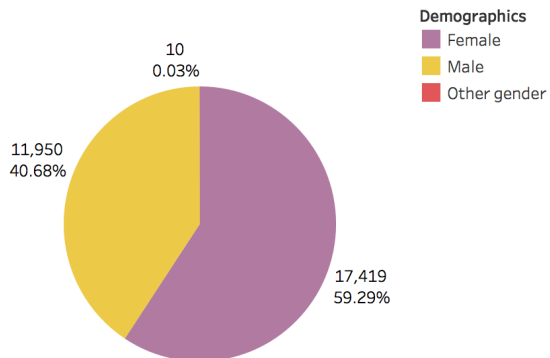
Race/Ethnicity - Undergraduate, 2016-17



First Gen - Undergraduate, 2016-17



Gender - Undergraduate, 2016-17

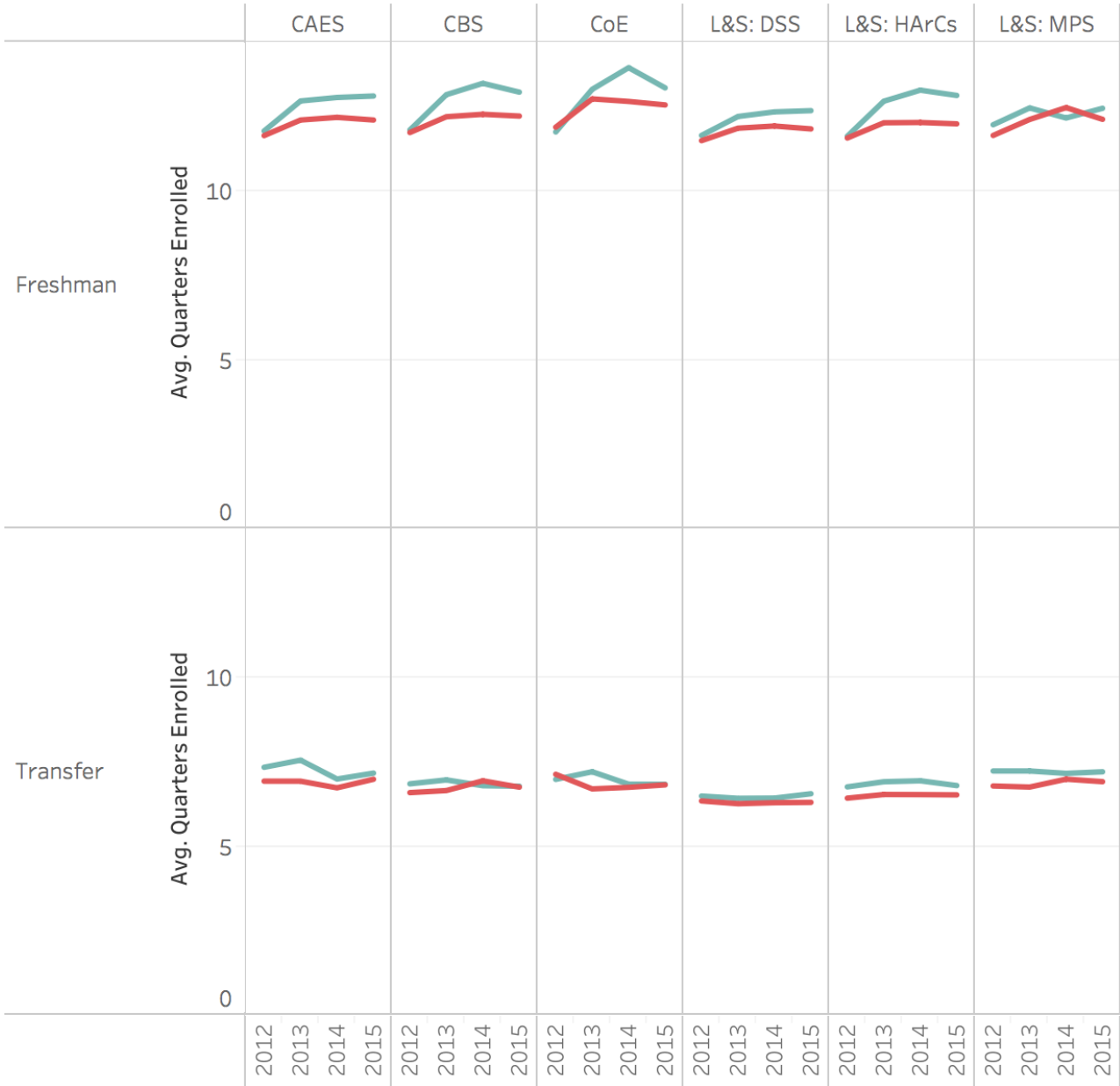


Undergraduate enrollment by race/ethnicity, change over time from 2009-2017.



- Demographics**
- African-American/Black
 - American Indian/Alaska Native
 - Asian/Pacific Islander
 - Hispanic/Latino/Chicano
 - White/Caucasian
 - International
 - Other or left blank

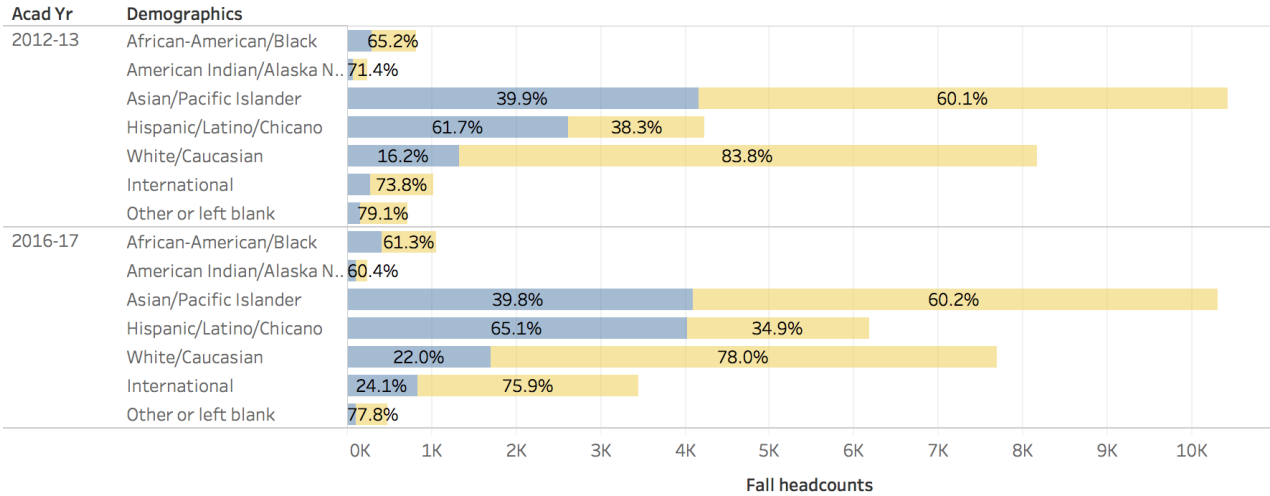
Time to graduation, 2012-2015 graduates



Demographics
■ Not URM
■ URM

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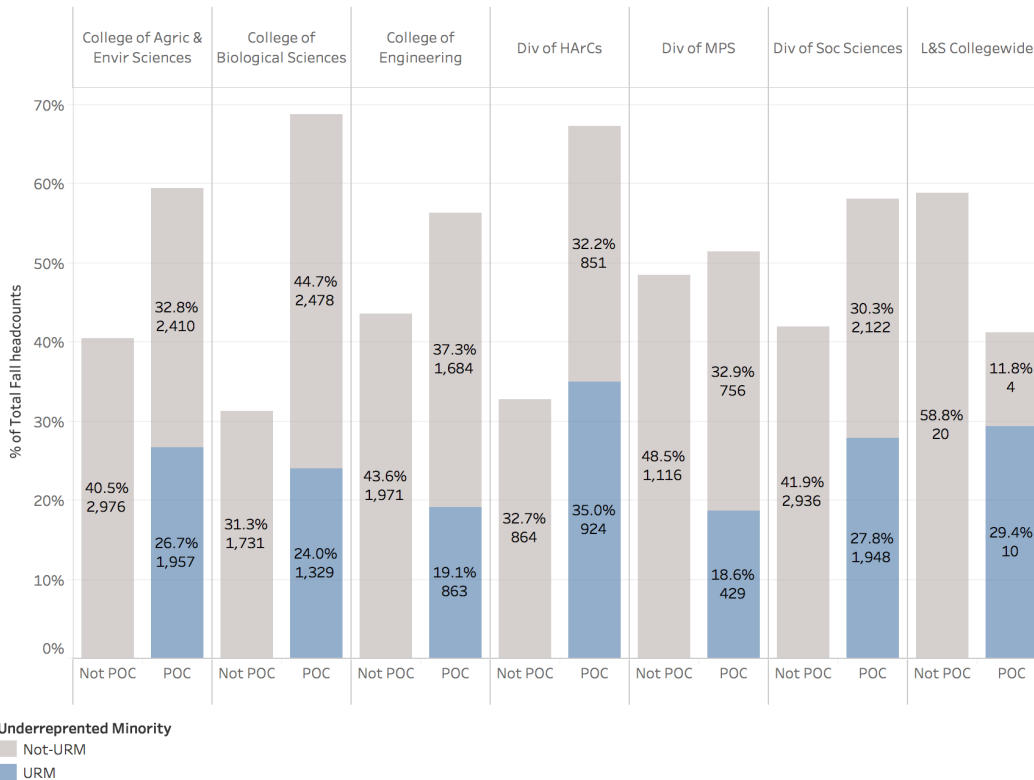
Comparison of undergraduate student fall enrollment by race/ethnicity and first generation, 2012-2013 and 2016-2017



First Gen

- Not First Gen
- First Gen

Undergraduate students who identify as URM and POC, by college, 2016-2017



- ### Underrepresented Minority
- Not-URM
 - URM

GRADUATE AND PROFESSIONAL STUDENTS

The undergraduate population is the pipeline for our graduate programs. An increasing number of URM students are enrolling in graduate academic, professional, and self-supporting programs, as of fall 2016:

- 998 students, or 14% identified as URM, compared to 870 or 11% of those enrolled in Fall 2012
- 31% identify as a person of color
- 54% are female
- 50 identify as a veteran or reservist and 22 as the dependent of a veteran

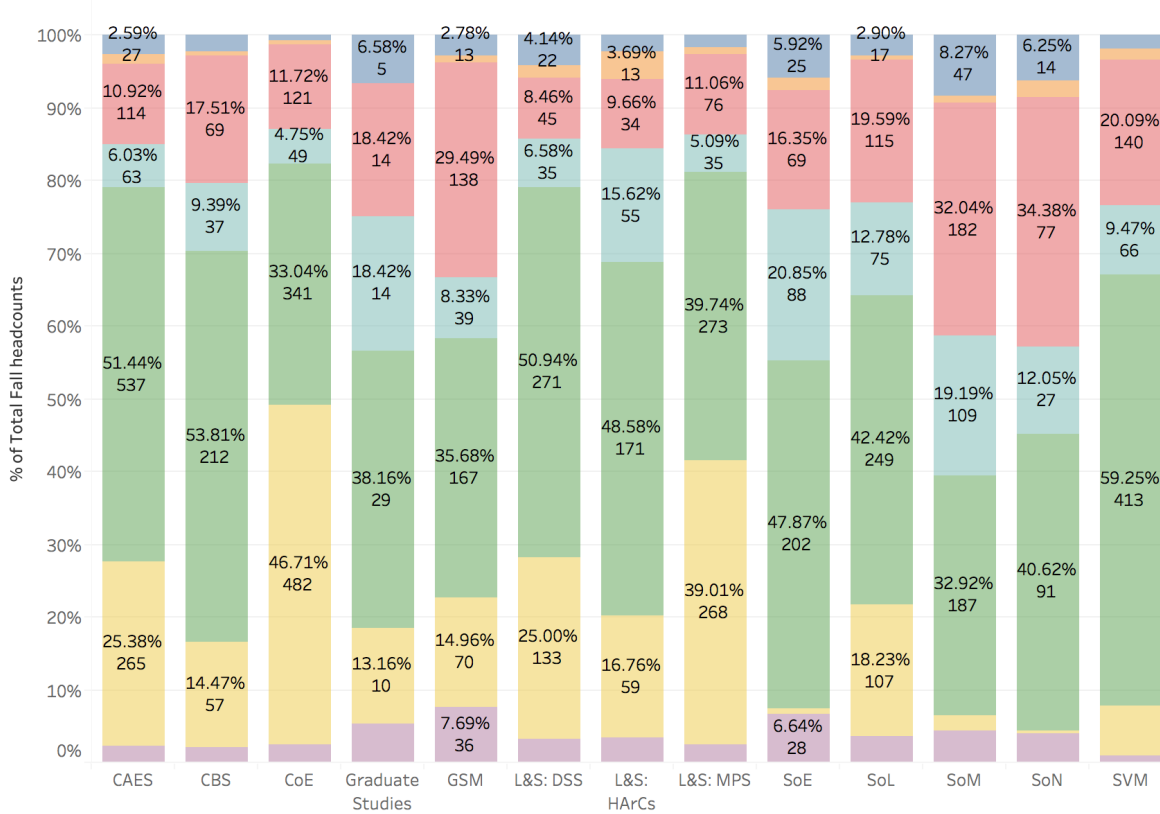
In 2015, UC Davis ranked in the top 100 of Producers of Minority Degrees by *Diverse: Issues in Higher Education*, with top-10 ranking for doctoral degrees in Foreign Languages, Literatures, and Linguistics; Physical Sciences, Biological and Biomedical Sciences, Computer and Information Sciences, among other top rankings. UC Davis was No. 1 for all minorities in Veterinary Medicine and No. 1 for Hispanics in Physical Sciences. In addition, UC Davis has enrolled more underrepresented minority (URM) Ph.D. students in the life sciences than any other UC campus.

As with the undergraduate population, distribution of students from diverse ethnic and racial backgrounds and female students remains uneven across schools and colleges. This inconsistency has significant implications for our academic workforce, which draws from the graduate population. Professional schools have higher proportions of students who identify as POC or URM. Women are disproportionately underrepresented in the College of Engineering and the Division of Math and Physical Sciences. Men are disproportionately underrepresented in the School of Education, School of Nursing, and School of Veterinary Medicine.

Understanding where students of diverse ethnic backgrounds fall out of the pipeline to completion may help to prioritize strategies for addressing the disparities between undergraduate and graduate populations. We can start to learn more about the pool for our academic workforce by looking at the past five years of degrees conferred, acknowledging that there can be significant differences in gender and ethnic diversity at the school, college, and program level. This campus-wide analysis does imply that UC Davis needs to provide greater support for African American and Latinx students, as well as other underrepresented groups, to consider and apply for graduate school.

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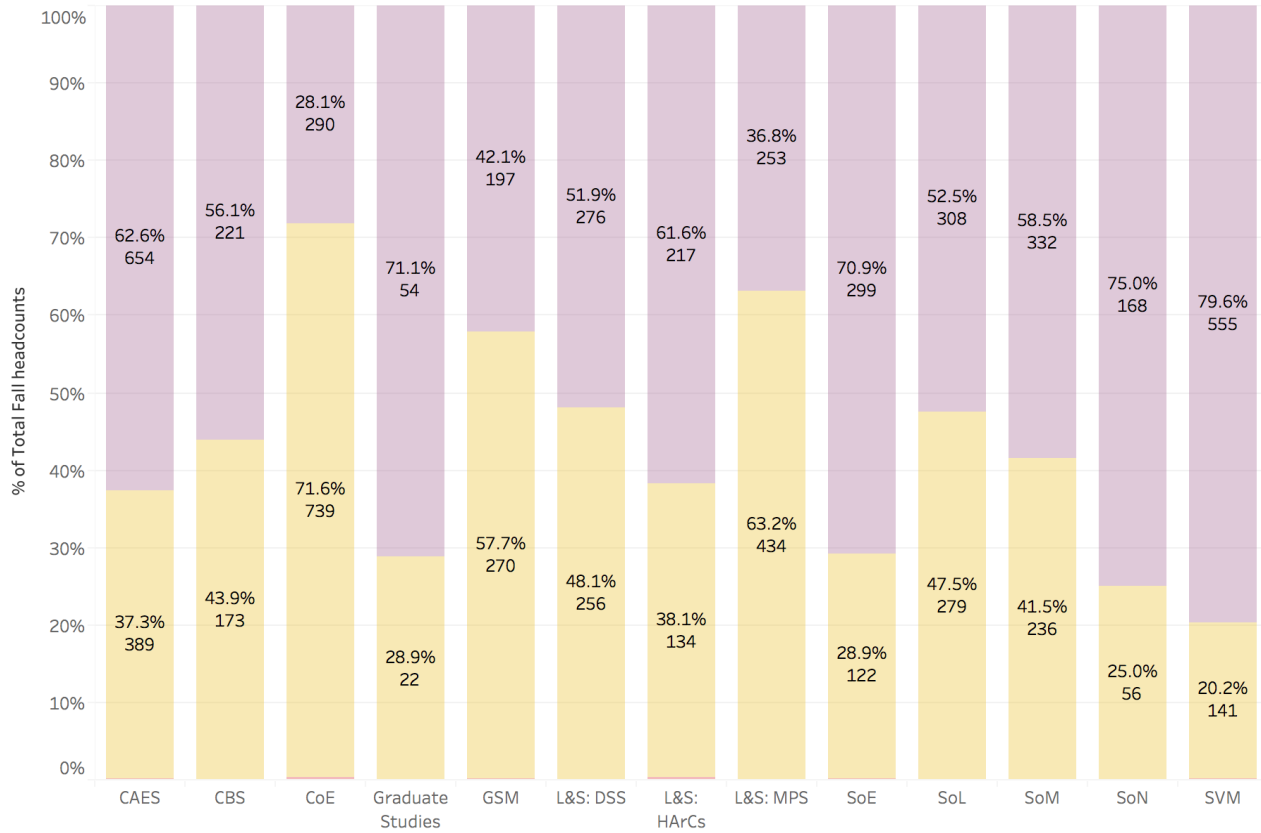
Graduate and professional enrollment, by race/ethnicity and college/school, 2016-2017.



Demographics

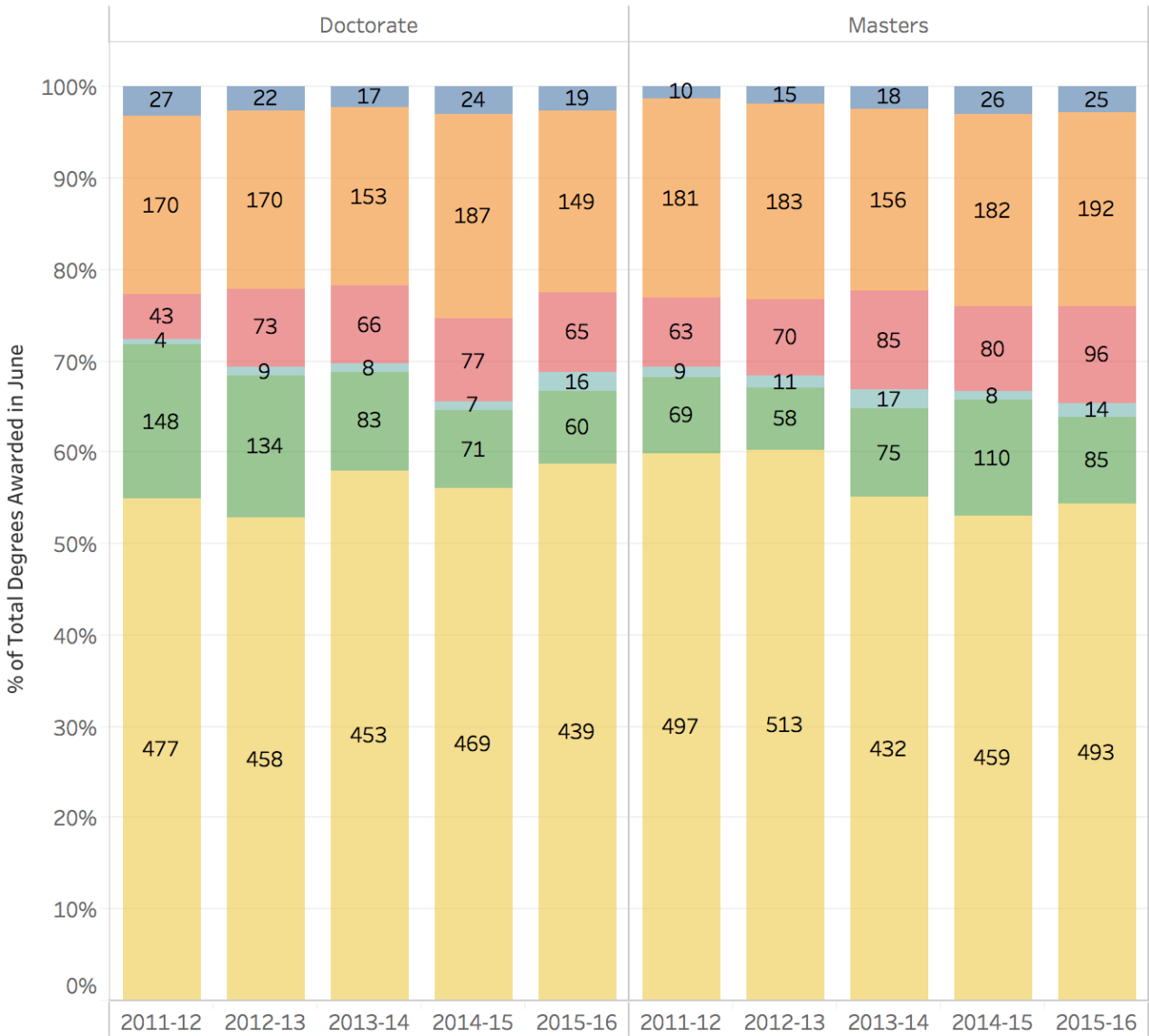
- African-American/Black
- American Indian/Alaska Native
- Asian/Pacific Islander
- Hispanic/Latino/Chicano
- White/Caucasian
- International
- Other or left blank

Graduate and professional student enrollment by gender and college/school, 2016-2017



Demographics
 Female
 Male
 Other gender

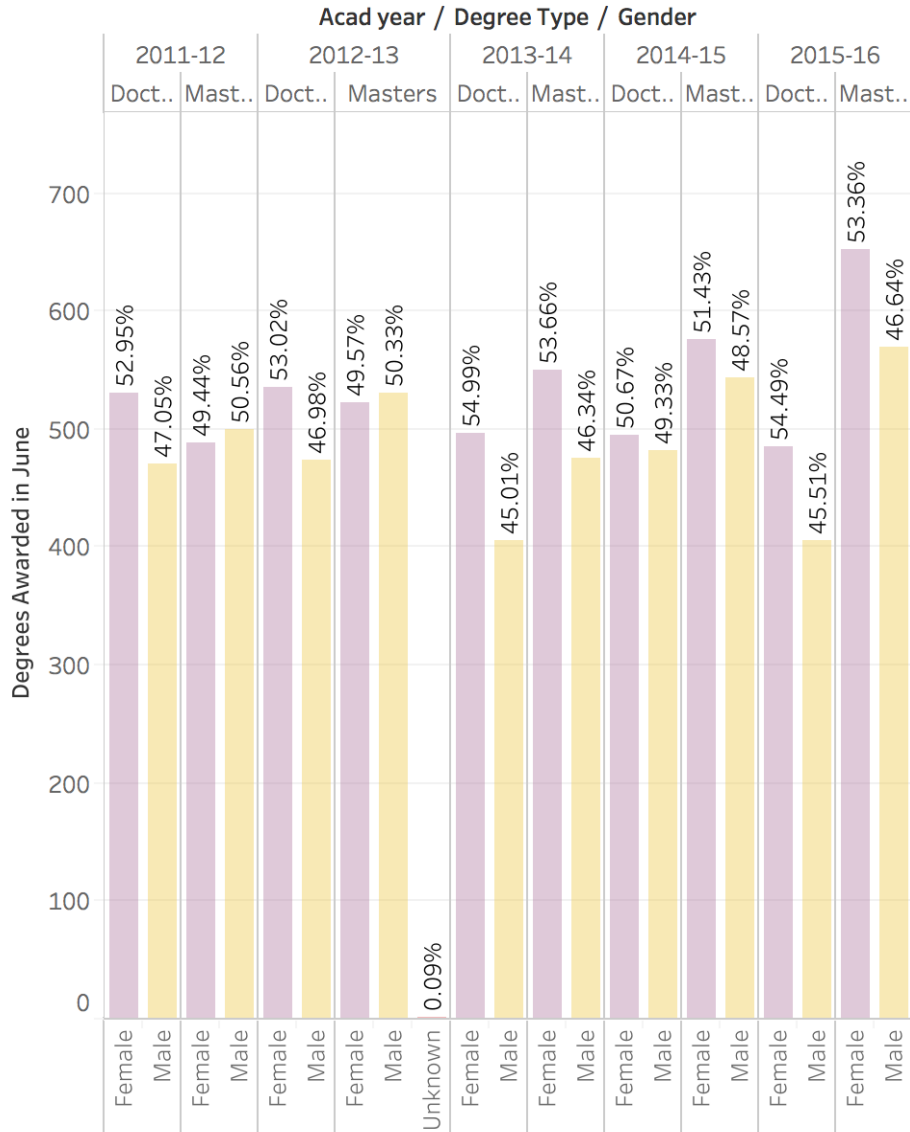
Degrees conferred, by race/ethnicity, 2011-2016



Ethnic Category

- African-American or Black
- Asian or Pacific Islander
- Hispanic or Latino
- Native American or Native Alaskan
- Other/Unknown
- White or Caucasian

Degrees conferred by gender, 2011-2016



Gender
■ Female
■ Male
■ Unknown

Fall 2016 Enrollments in Graduate Programs: Applications, Admissions, and Statement of Intent to Register (SIR), comparison of proportions by ethnic category

Ethnic Category	School/College												
	Biological Sciences	Business	CAES	Education	Engineering	Graduate Studies	Law	LS:HARCS	LS:MPS	LS:SS	Medicine	Nursing	Vet.Med
African-American or Black	2% % of All Applicants	2% % of All Admits	3% % of All SIR	5% % of All Applicants	1% % of All Admits	5% % of All SIR	8% % of All Applicants	5% % of All Admits	1% % of All SIR	3% % of All Applicants	6% % of All Admits	7% % of All SIR	2% % of All Applicants
Asian	15% % of All Applicants	14% % of All Admits	9% % of All SIR	17% % of All Applicants	7% % of All Admits	16% % of All SIR	17% % of All Applicants	9% % of All Admits	8% % of All SIR	8% % of All Applicants	35% % of All Admits	31% % of All SIR	14% % of All Applicants
Hispanic or Latino	9% % of All Applicants	3% % of All Admits	7% % of All SIR	19% % of All Applicants	2% % of All Admits	22% % of All SIR	15% % of All Applicants	11% % of All Admits	3% % of All SIR	8% % of All Applicants	11% % of All Admits	13% % of All SIR	8% % of All Applicants
International	33% % of All Applicants	65% % of All Admits	44% % of All SIR	9% % of All Applicants	80% % of All Admits	22% % of All SIR	12% % of All Applicants	23% % of All Admits	65% % of All SIR	44% % of All Applicants	3% % of All Admits	2% % of All SIR	50% % of All Applicants
Native American or Native Alas.	1% % of All Applicants	1% % of All Admits	1% % of All SIR	1% % of All Applicants	0% % of All Admits	1% % of All SIR	1% % of All Applicants	1% % of All Admits	0% % of All SIR	1% % of All Applicants	1% % of All Admits	2% % of All SIR	0% % of All Applicants
Other/Unkn.	1% % of All Applicants	3% % of All Admits	1% % of All SIR	1% % of All Applicants	1% % of All Admits	1% % of All SIR	4% % of All Applicants	3% % of All Admits	1% % of All SIR	2% % of All Applicants	5% % of All Admits	1% % of All SIR	1% % of All Applicants
Pacific Islander	0% % of All Applicants	0% % of All Admits	0% % of All SIR	0% % of All Applicants	0% % of All Admits	0% % of All SIR	1% % of All Applicants	0% % of All Admits	0% % of All SIR	0% % of All Applicants	0% % of All Admits	0% % of All SIR	0% % of All Applicants
White or Caucasian	39% % of All Applicants	13% % of All Admits	35% % of All SIR	47% % of All Applicants	10% % of All Admits	32% % of All SIR	42% % of All Applicants	47% % of All Admits	21% % of All SIR	34% % of All Applicants	38% % of All Admits	44% % of All SIR	25% % of All Applicants

Measure Names
■ % of All Applicants
■ % of All Admits
■ % of All SIR

ACADEMIC FEDERATION AND ACADEMIC SENATE

Because this vision plan was built on stakeholder engagement, this section utilizes our academic membership groups, Academic Senate and Academic Federation¹, as a way of understanding differential access to opportunity for academic personnel. UC Davis, as the only University of California campus to have an Academic Federation, has a unique opportunity to leverage its more nuanced understanding of academic appointees.

- The Academic Senate is 37% female (n. 511), 26% POC (n. 366) and 10% URM (n. 143).
- The Academic Federation is 50% female (n. 612), 31% POC (n. 387), and 8% URM (n. 101).

In the five years between October 2011 and October 2016, units made an effort to hire more women and people of color into academic roles.

- Of 330 new hires in the Academic Senate, 48% (n. 162) were female, 18% (n. 58) were URM, and 32% (n. 107) were POC.
- Of 520 new hires the Academic Federation, 50% (n. 278) were female, 11% (n. 58) were URM, and 34% (n. 178) were POC.

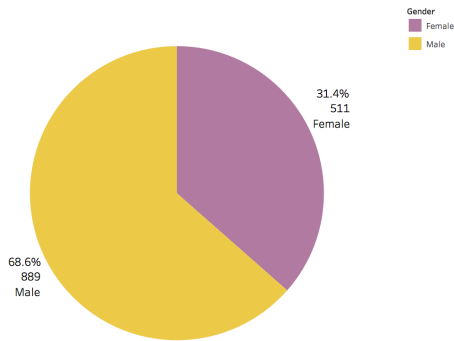
The diversity of new hires varies by campus, school and college, and rank. In several charts, we disaggregate those who hold an academic rank of assistant, associate, or full professor. We recognize that our approach may not offer a full picture, and that it would also be useful to look at those defined as “ladder rank” or “faculty” categories.² As of October 2016, women, POC, and URM occupy many fewer full professor ranks in relation to the undergraduate population—29% (n. 278) female, 22% (n. 208) POC, and 7% (n. 63) URM. There are more representative proportions of females and POC in assistant ranks (Female 49%, n.332; POC 41%, n. 279; URM 12%, n. 84) and associate ranks (Female 47%, n. 207; POC 35%, n. 153; URM 11%, n.48). Numbers vary widely among colleges and professional schools. Disparities are less among those in academic ranks who are members of the Academic Federation.

UC Davis has been at the forefront of a number of key initiatives to both recruit and retain diverse faculty. In 2016, *Forbes* named UC Davis No. 1 for women in science, technology, engineering and math (STEM), citing its National Science Foundation’s (NSF) ADVANCE: Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers and Center for the Advancement of Multicultural Perspectives on Science (CAMPOS) programs. The ADVANCE initiative at UC Davis has already done extensive work with data on the STEM workforce, so this appendix does not specifically explore this area of data. Please see the ADVANCE reports at ucd-advance.ucdavis.edu/uc-davis-stem-data.

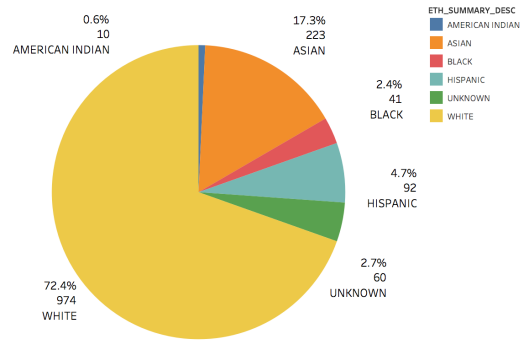
¹ UC Davis is unique among UC Davis campus in having an Academic Federation for academic appointees not in the Academic Senate. That membership does not map onto the categories used in the 2016 UC Accountability Report, including the categories of “Other faculty,” “additional instruction/research/service faculty,” and “lecturers and instructional assistants researchers, administrators, and librarians, other non-faculty (extension).”

² UC Davis Academic Affairs defines faculty as “an academic appointee in a school, college, division, department, or program of instruction and research who has independent responsibility for conducting approved regular University courses for campus credit (excluding student academic employees).” Academic Affairs definitions of ladder-rank and equivalent faculty also conforms to the 2016 University of California Accountability Report definition as “appointees who are tenured or who are eligible for tenure or security of employment” Academic Affairs definition of Academic Senate (Professor, Prof in Residence, Prof of Clinical _ and 100% FTE Lecturer with Security of Employment) also conforms to definitions in the 2016 UC Accountability report.

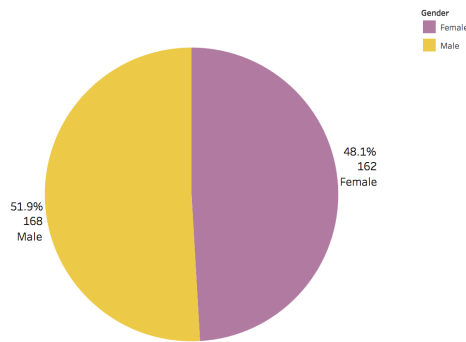
Academic Senate Gender, October 2016



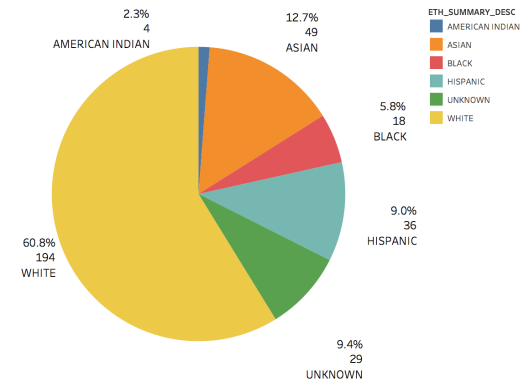
Academic Senate Race/Ethnicity, October 2016



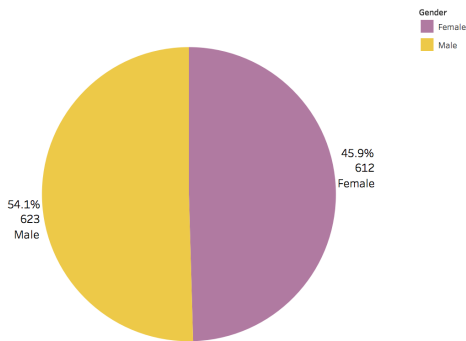
New Academic Senate Hires (October 2011-October 2016 Start Date), by Gender



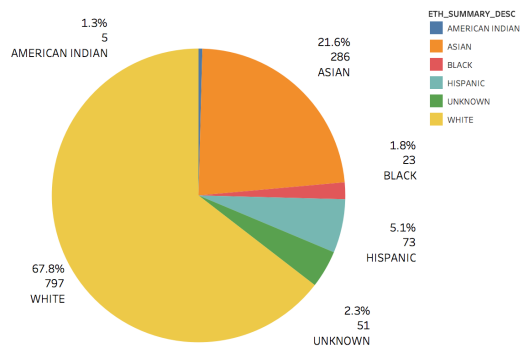
New Academic Senate Hires (October 2011-October 2016 Start Date), Race/Ethnicity



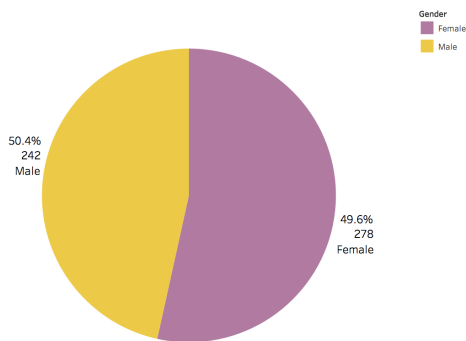
Academic Federation Gender, October 2016



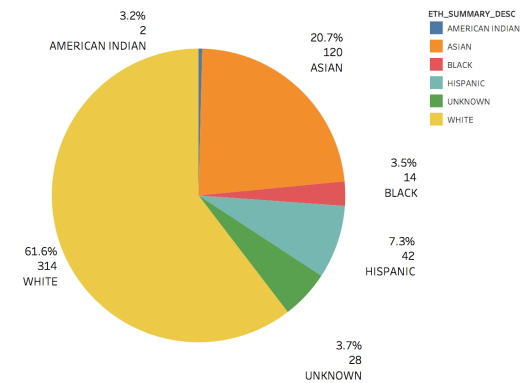
Academic Federation Race/Ethnicity, October 2016



New Academic Federation Hires (October 2011-October 2016 Start Date), by Gender



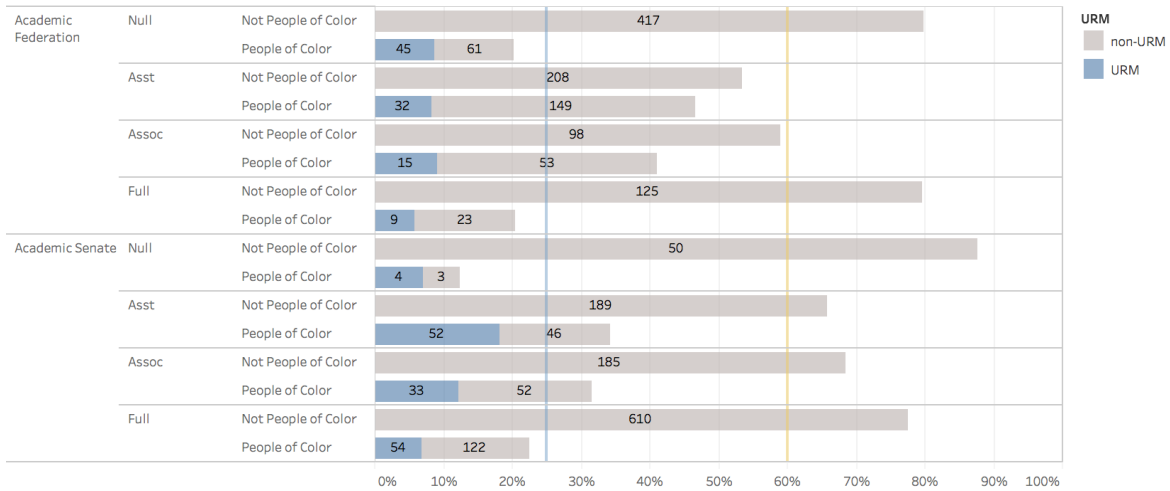
New Academic Federation Hires (October 2011-October 2016 Start Date), Race/Ethnicity



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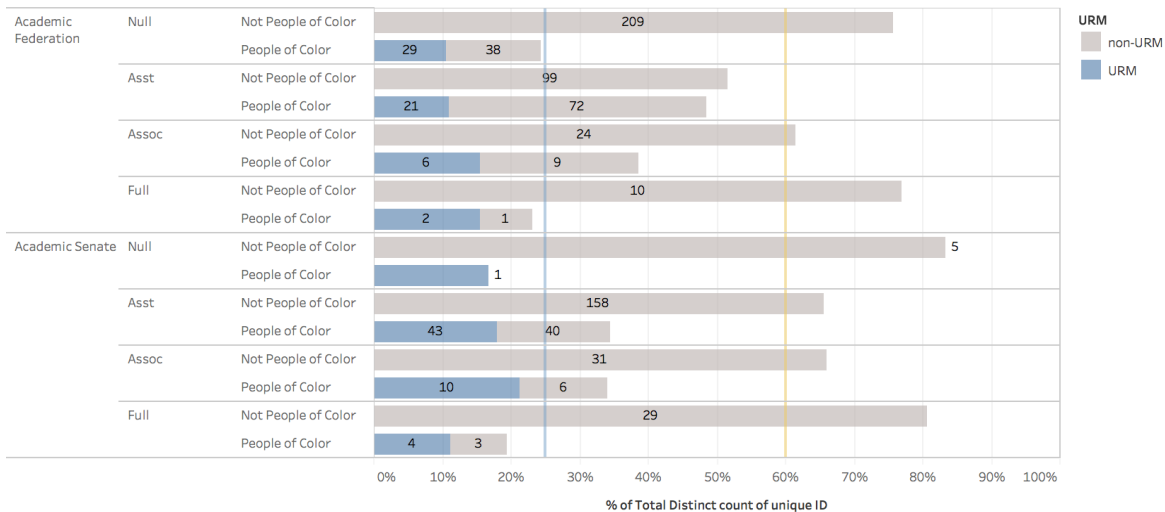
Academic Senate and Academic Federation members who identify as POC/URM, by rank

As of October 2016. The blue reference line represents the proportion of URM undergraduates (25%) at UC Davis. The gray reference line represents the proportion of POC undergraduates (60% at UC Davis). Null includes those in administrative roles.



New Hires: Academic Senate and Academic Federation members who identify as POC/URM, by rank

Hired between October 2011 and October 2016. The blue reference line represents the proportion of URM undergraduates (25%) at UC Davis. The gray reference line represents the proportion of POC undergraduates (60% at UC Davis). Null includes those in administrative roles.

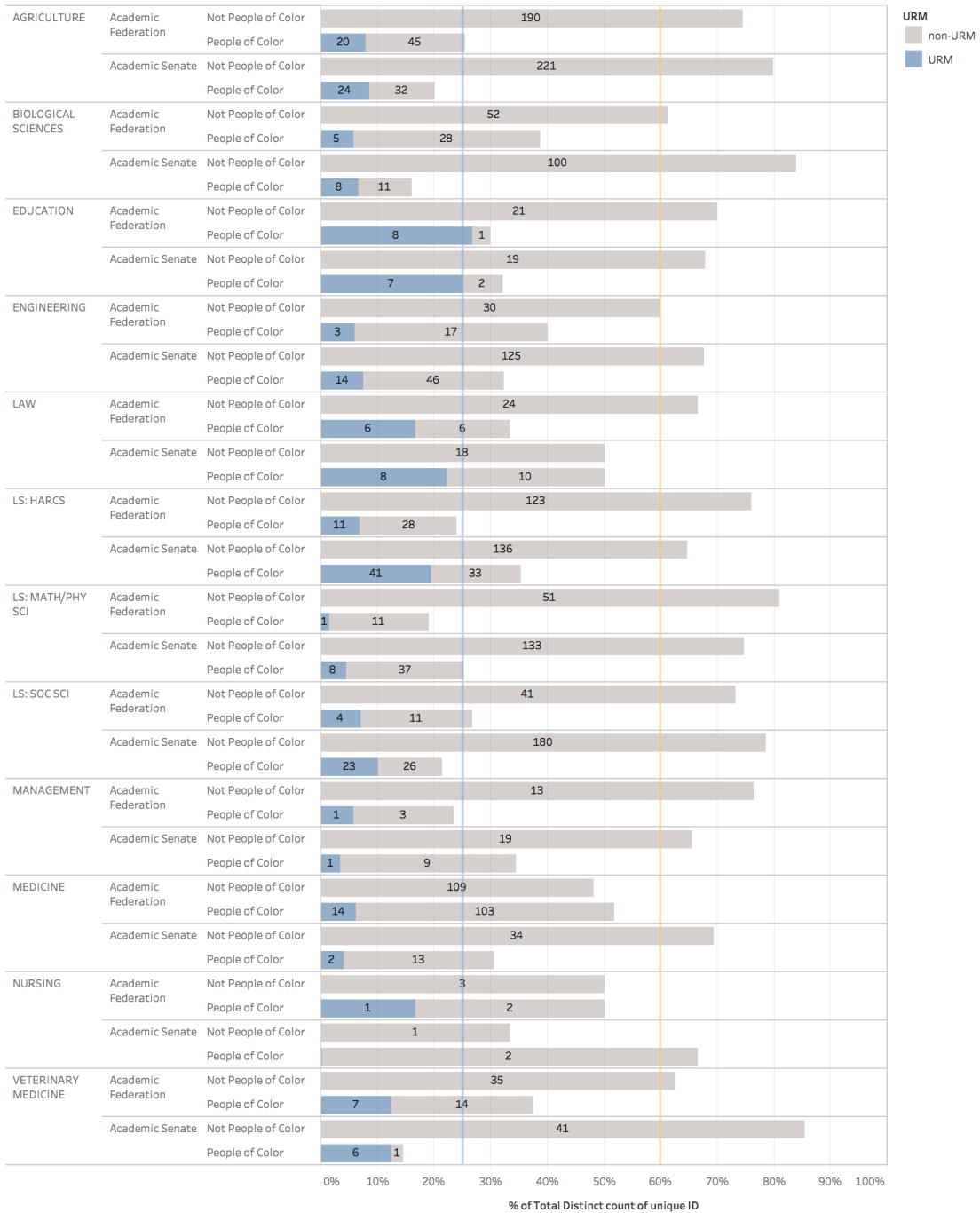


In these and the following charts, null refers to administrative roles, which for the Academic Senate generally indicates a member of senior administration, dean, or director.

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Academic Senate and Academic Federation members who identify as POC/URM, by college and school.

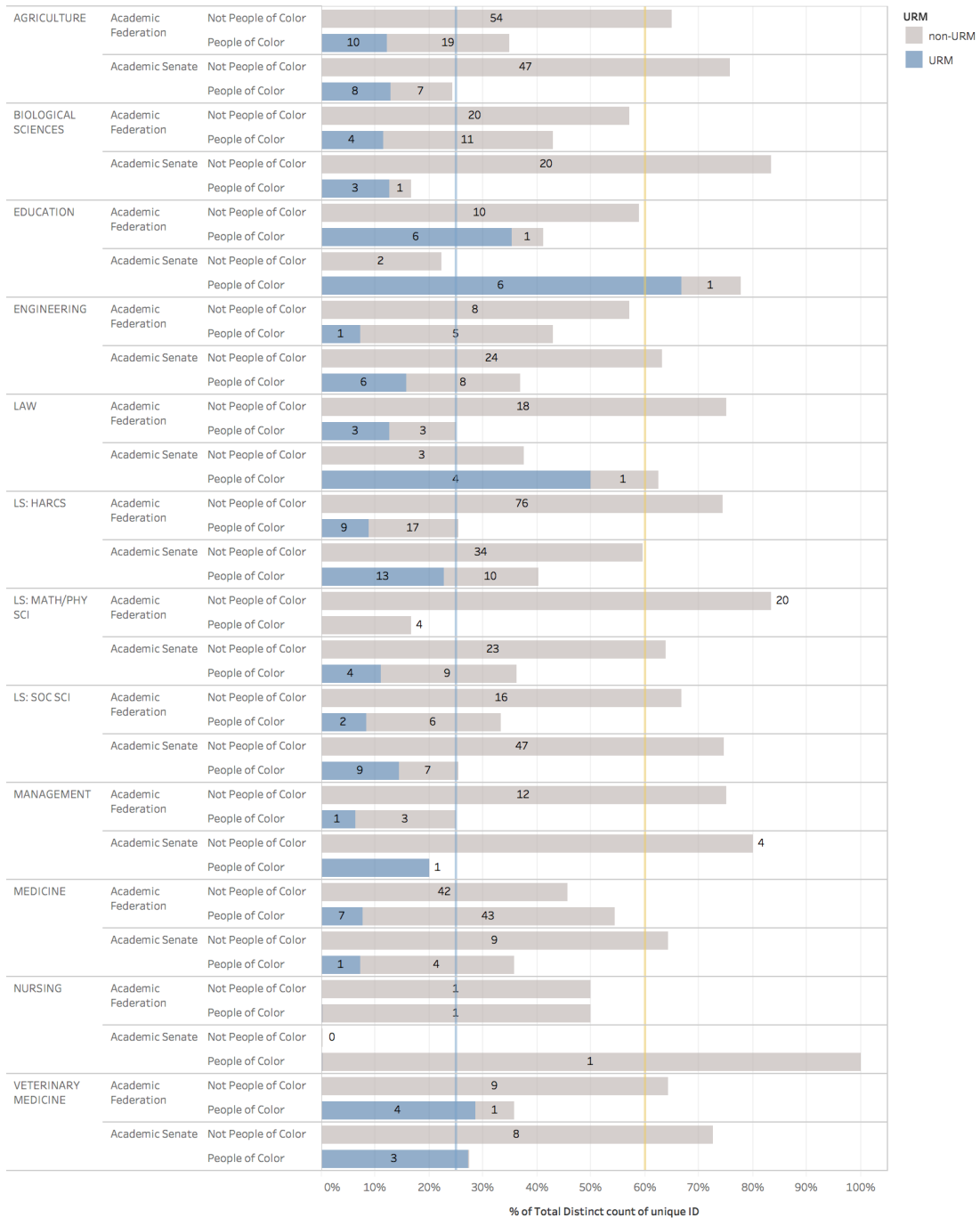
As of October 2016. The blue reference line represents the proportion of URM undergraduates (25%) at UC Davis. The gray reference line represents the proportion of POC undergraduates (60% at UC Davis).



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New Hires: Academic Senate and Academic Federation members who identify as POC/URM, by college and school.

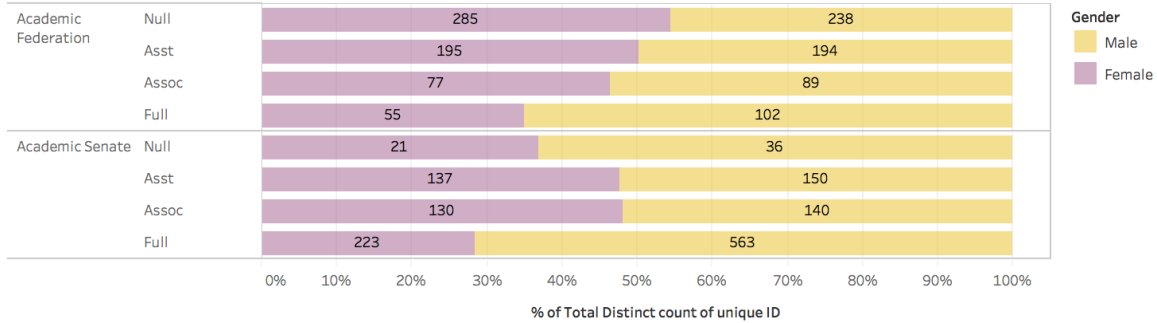
Hired between October 2011 and October 2016. The blue reference line represents the proportion of URM undergraduates (25%) at UC Davis. The gray reference line represents the proportion of POC undergraduates (60%) at UC Davis.



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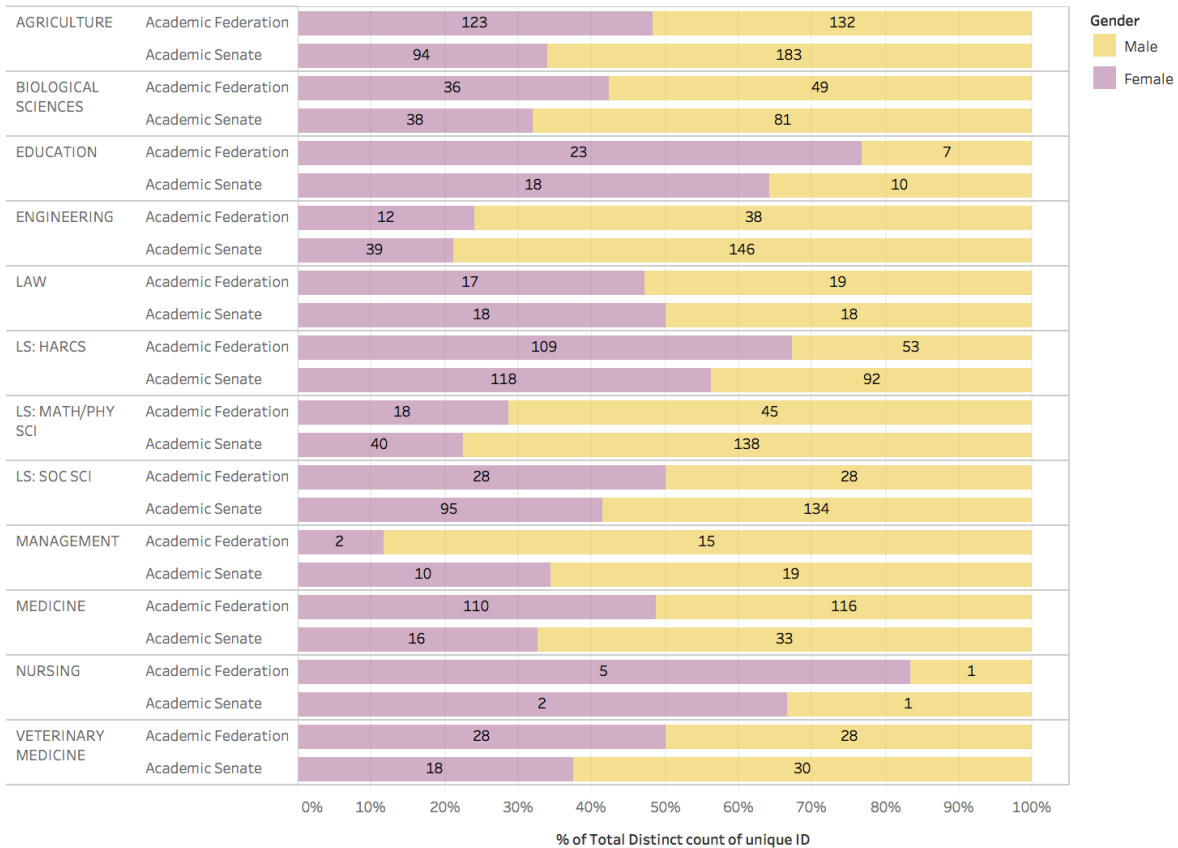
Academic Senate and Academic Federation members by gender and by rank

As of October 2016. Null includes those in administrative roles.



Academic Senate and Academic Federation members by gender and by college and school.

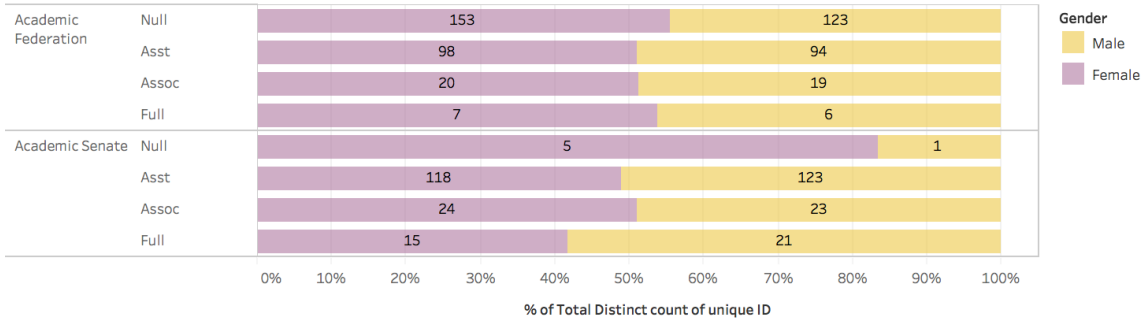
As of October 2016.



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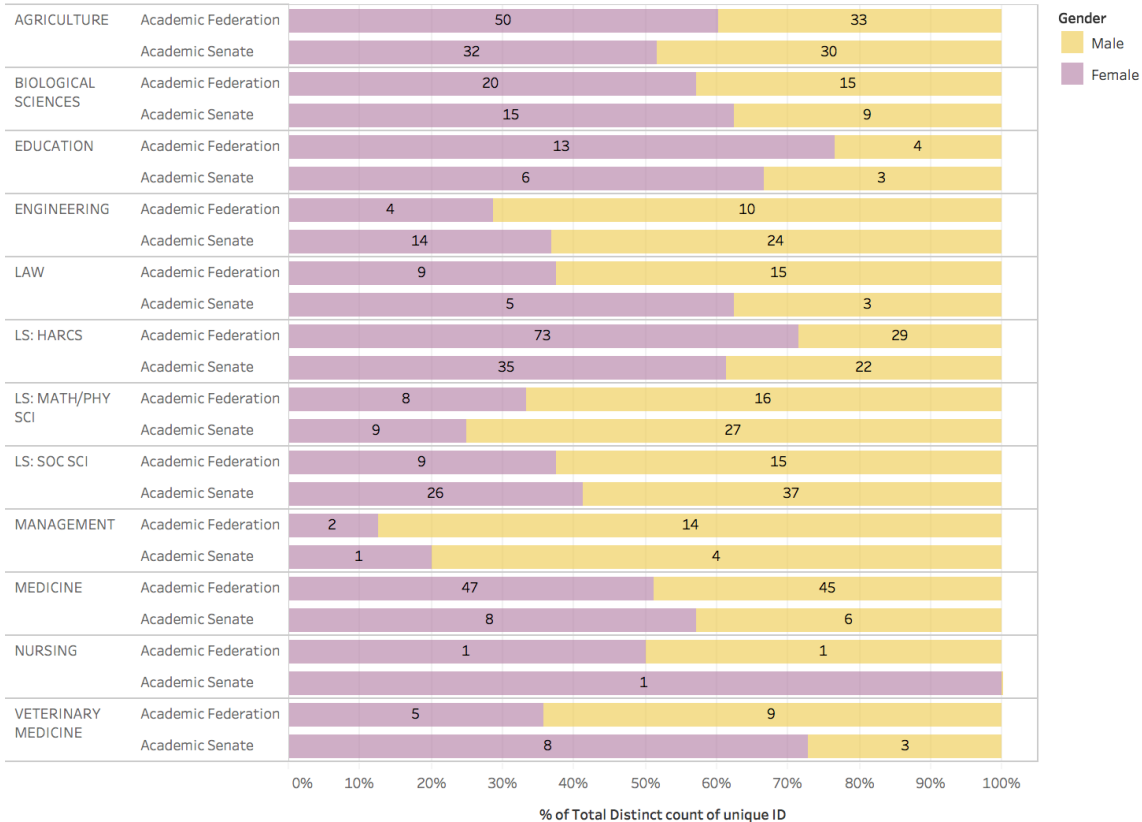
New Hires: Academic Senate and Academic Federation members by gender and by rank

Hired between October 2011 and October 2016. Null includes those in administrative roles.



New Hires: Academic Senate and Academic Federation members gender and by college and school.

Hired between October 2011 and October 2016.



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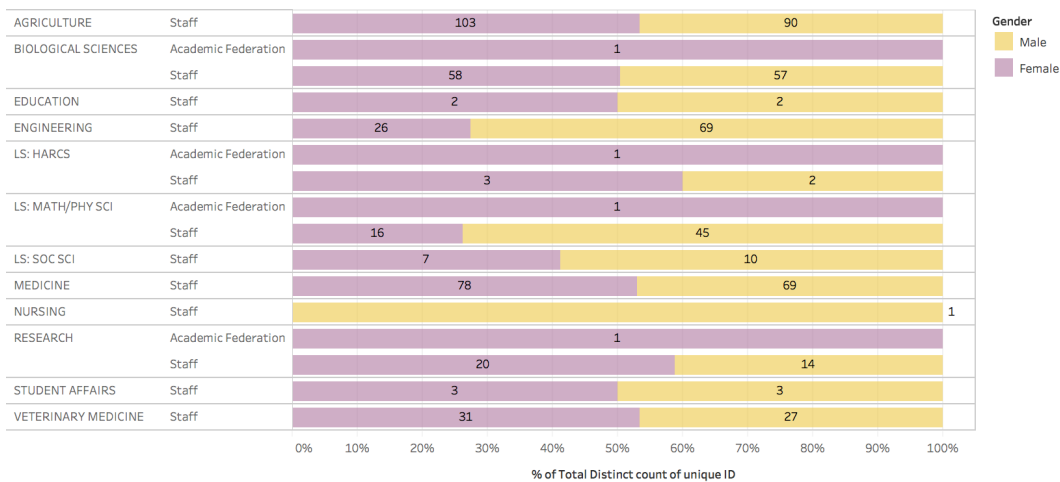
POSTDOCTORAL SCHOLARS

Another set of opportunities for expanding faculty diversity are with the UC President's Postdoctoral Fellows Program (PPF) and the UC Davis Chancellor's Postdoctoral Fellowship Program (CPFP). These programs include hiring incentive start-up packages, salaries for additional hires, and resources for training, mentoring and development. The programs are

currently underutilized. UC continues to lose 50% of PPF fellows to faculty positions at other institutions, yet these fellows are the best scholars in their field who also contribute to diversity. At UC Davis, 13% of UC Davis postdoctoral scholars identify as URM and 47% are female.

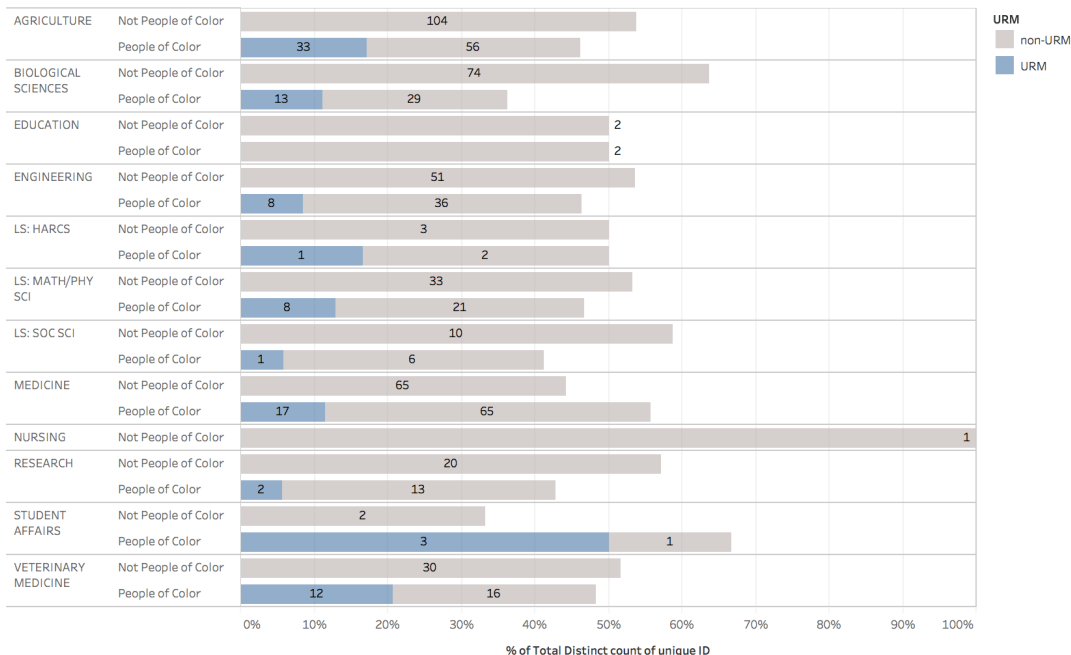
Postdoctoral scholars by gender and by college and school.

As of October 2016.



Postdoctoral scholars who identify as POC/URM, by college and school.

As of October 2016.



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STAFF

With a population of 21,844 as of October 2016, the category of staff represents the largest proportion of the UC Davis workforce.

- 21% identify as URM
- 42% identify as POC
- 63% identify as female
- 142 identify as veterans

New hires in the period from October 2011-October 2016 have not effectively increased the representation of racial minorities and people of color on staff.

For the purposes of this section, we look solely at incumbents and recent hires without benchmarking against availability pools. For more information on availability, please see the Office of Campus Community Relations website for the two annual affirmative action reports, one for Minorities and Females and one for Veterans and Individuals with Disabilities, that provide benchmarks and strategies for achieving affirmative action goals. In alignment with federal standards, UC Davis has identified affirmative action units that are consistent with its organizational structure. Meaningful job groupings enable the campus to compare roles with similar responsibilities, wages, opportunities, and minimum qualifications. An availability analysis identifies the demographics of qualified candidates, and these pools are then benchmarked against UC Davis incumbents. Hiring managers are provided with annual hiring goals in order to move UC Davis closer to a situation where its job incumbents match the job availability pools.

The following internal comparison of URM and women by location (divisions) and job group does not consider availability but may add additional dimensions or insights to our understanding of the campus that enables unit leaders to enable them to prioritize the recommendations in this plan. URM staff are disproportionately underrepresented in management and senior professional roles and disproportionately overrepresented in lower-level supervisor roles. POC Staff are disproportionately underrepresented in management roles and disproportionately overrepresented in lower supervisory and non-supervisory roles. Women are also disproportionately overrepresented in lower level supervisory and non-supervisory roles. The proportion of URM staff varies by campus unit, as low as 10% in Engineering and as high as 32% in Student Affairs. The proportion of POC

staff varies by campus unit, as low as 24% in Development/ Alumni relations and as high as 51% in the UC Davis Medical Clinics. Several units, such as the library, have diversified their staff through hiring in the past five years. The lowest proportion of women is located in Campus Planning and Information (24%) and Educational Technology (22%). The highest proportion is located in School of Education (84%), Letters and Science Admin (85%) and School of Nursing (81%).

URM staff is disproportionately overrepresented in some job groups, such as:

- Lower Operatives
- Food Services
- Cleaning Services
- Clerical/Medical
- Hospital, Lab, Patient Technicians
- Interpreters

URM staff are disproportionately underrepresented in some job groups, such as:

- Architects, Physical Planners, Developers, Engineers Upper
- Communications/Media
- Dietary Services
- Executive
- Intern/Resident
- MSP
- Therapists and Veterinary Services

Women are disproportionately overrepresented in some job groups, such as:

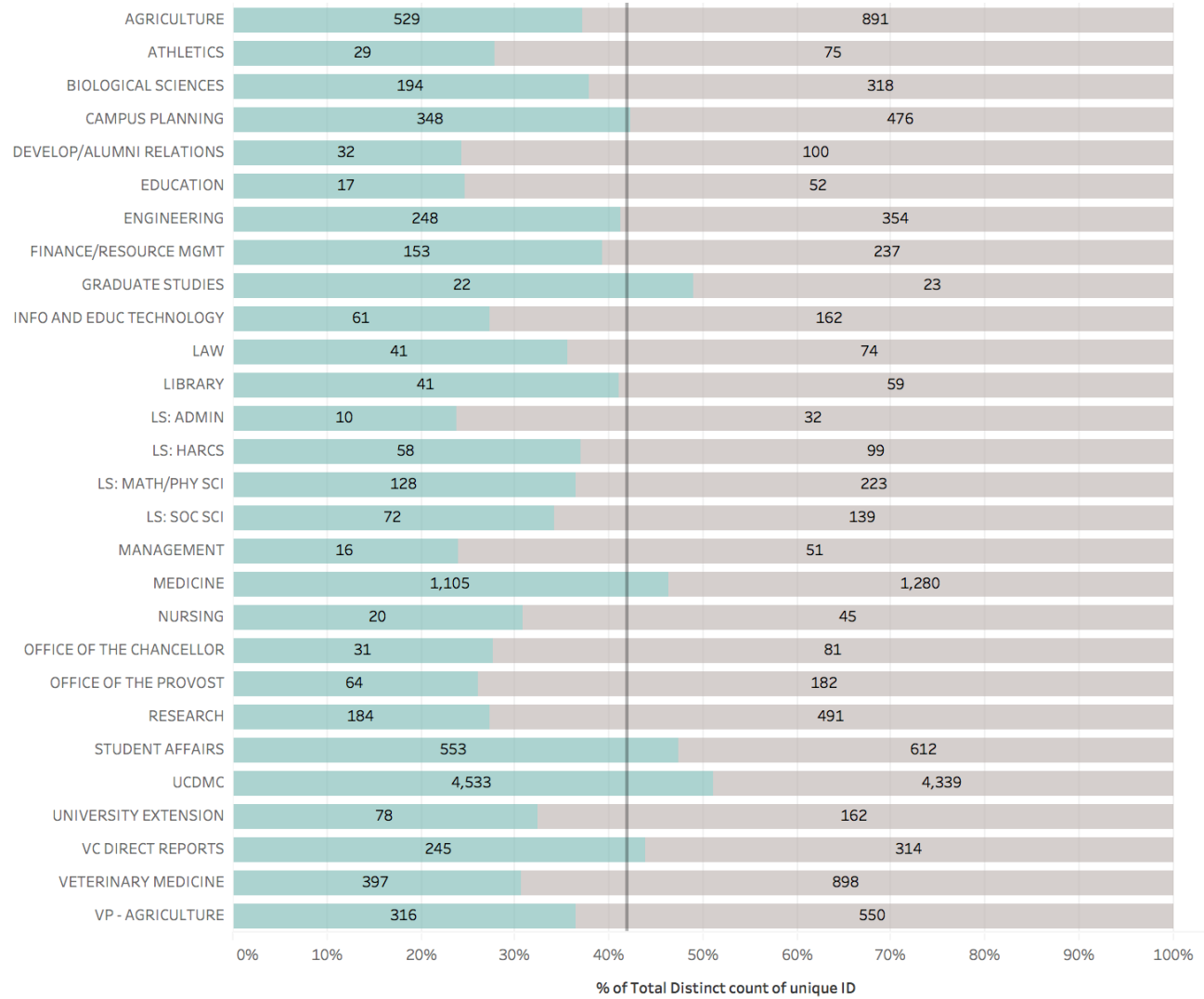
- Administration
- Clerical/Administration
- Clerical/Medical
- Counseling
- Dietary Services
- Registered Nurses
- Program Coordinators
- Secretaries, Typists, Clerks
- Vocational Nurses

Women are disproportionately underrepresented in some job groups, such as:

- Architects, Physical Planners, Developers, Engineers
- Computer Resources
- Computer Science
- Crafts
- Engineers, Electronics and Science Technicians
- Executive
- Operatives
- Police, Fire, Parking
- Stores, Mail, Computer Coder, Reprographics
- Unskilled

Staff who identify as POC, by division

The reference line shows the average proportion of staff who identify as POC.

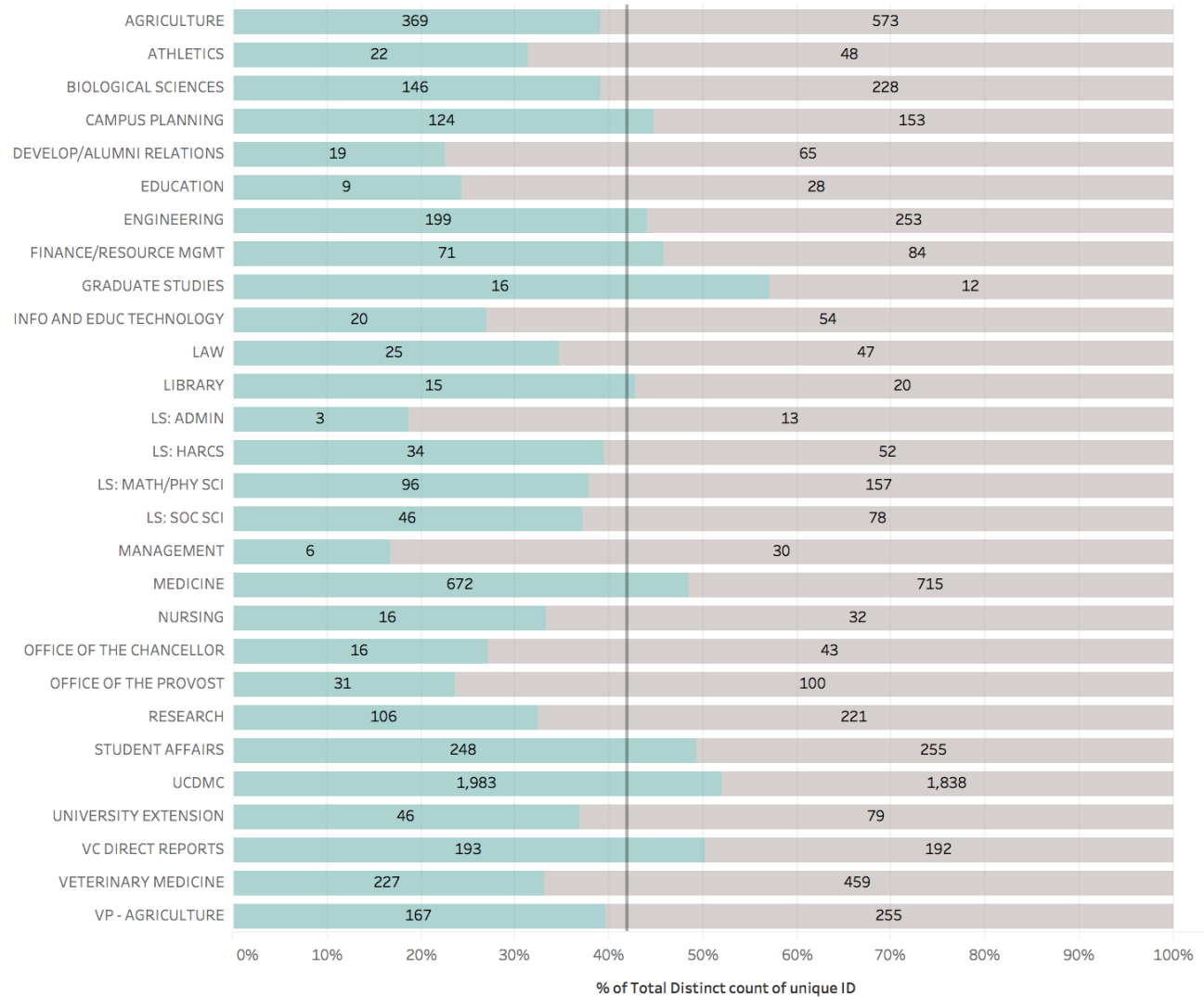


People of Color
 Not People of Color
 People of Color

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New hires (within past five years): staff who identify as POC, by division

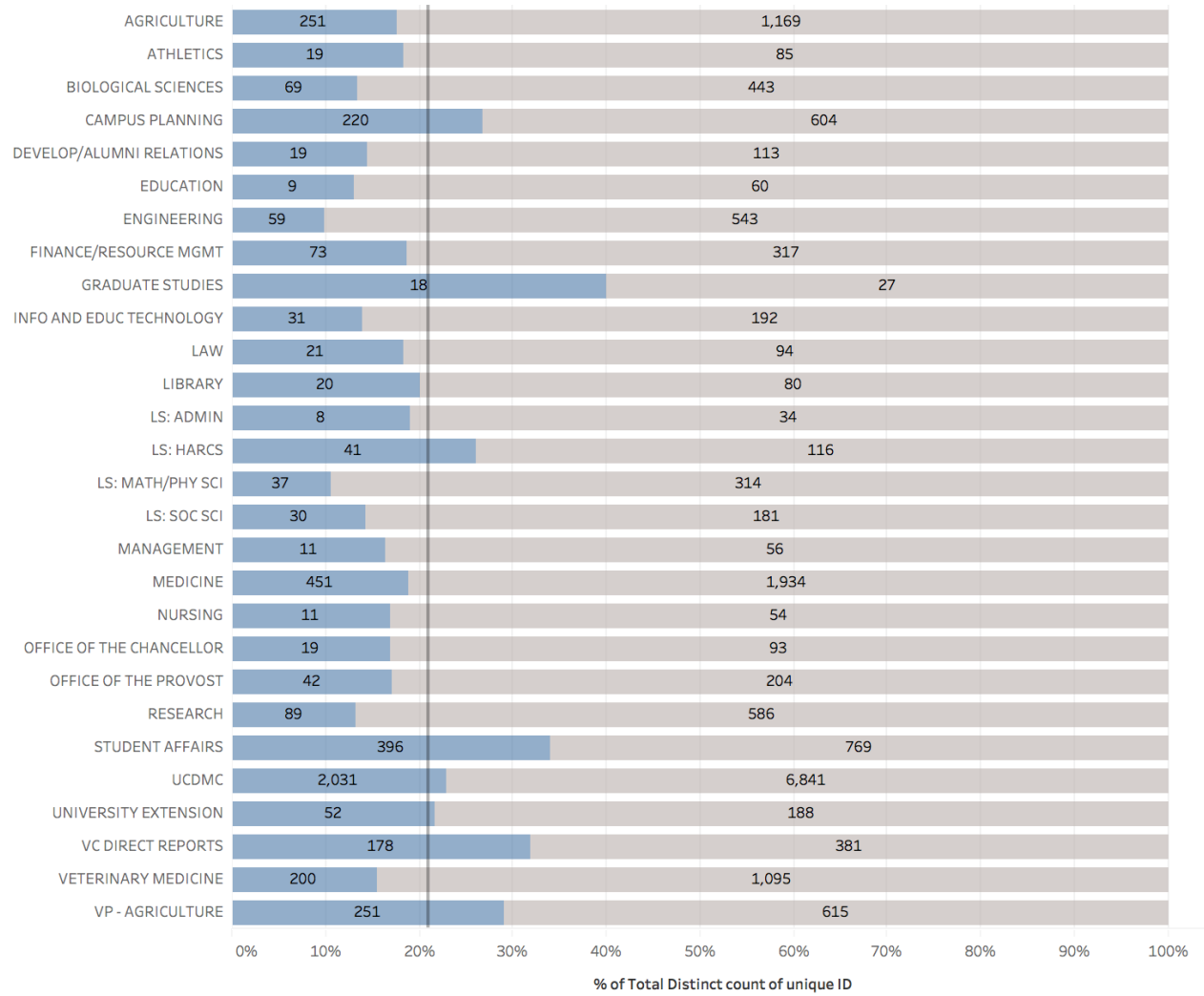
The reference line shows the average proportion of staff who identify as POC.



People of Color
 Not People of Color
 People of Color

Staff who identify as URM, by division

The reference line shows the average proportion of staff who identify as URM.

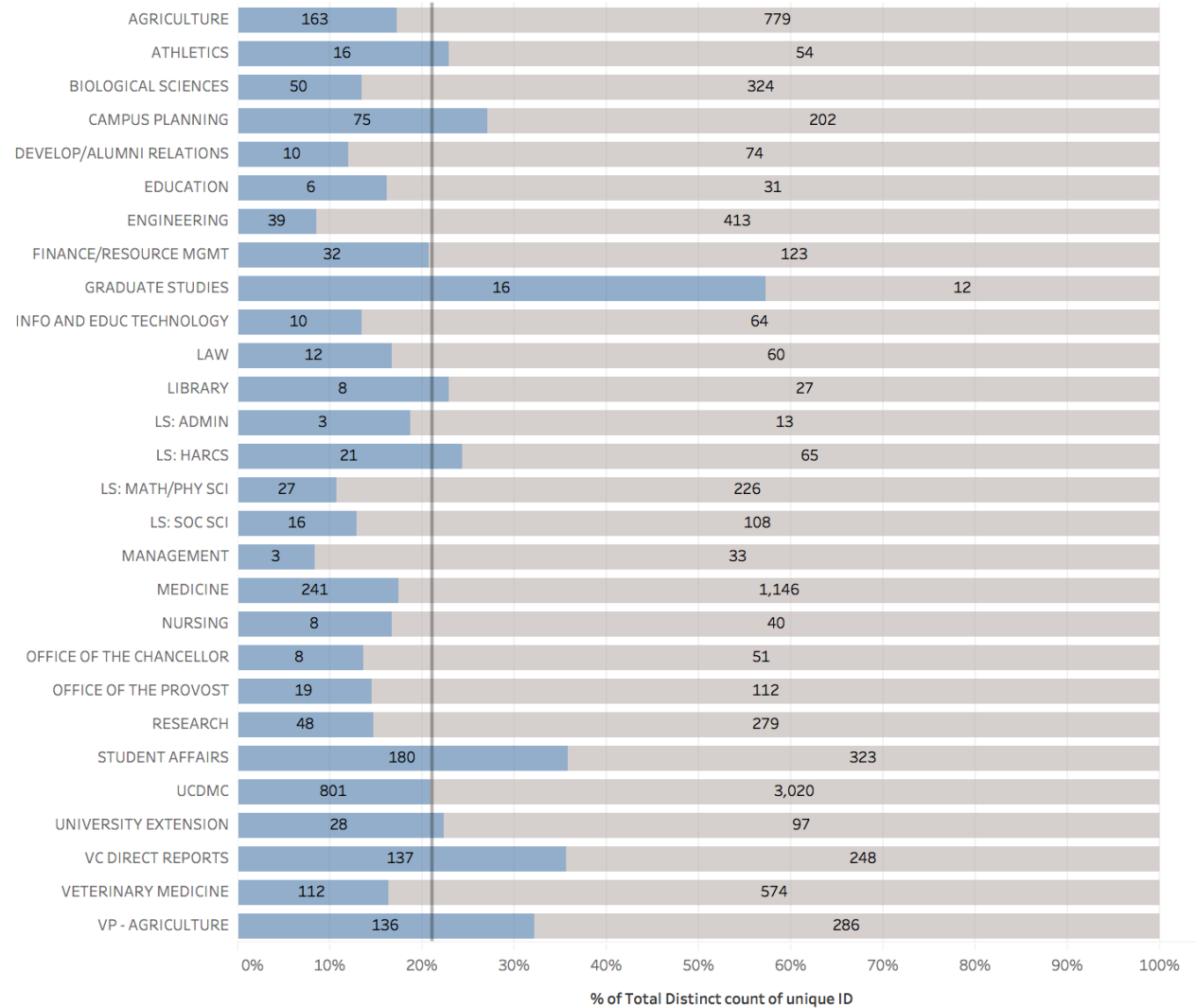


URM
 non-URM
 URM

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New hires (within past 5 years): staff who identify as URM and non-URM, by division

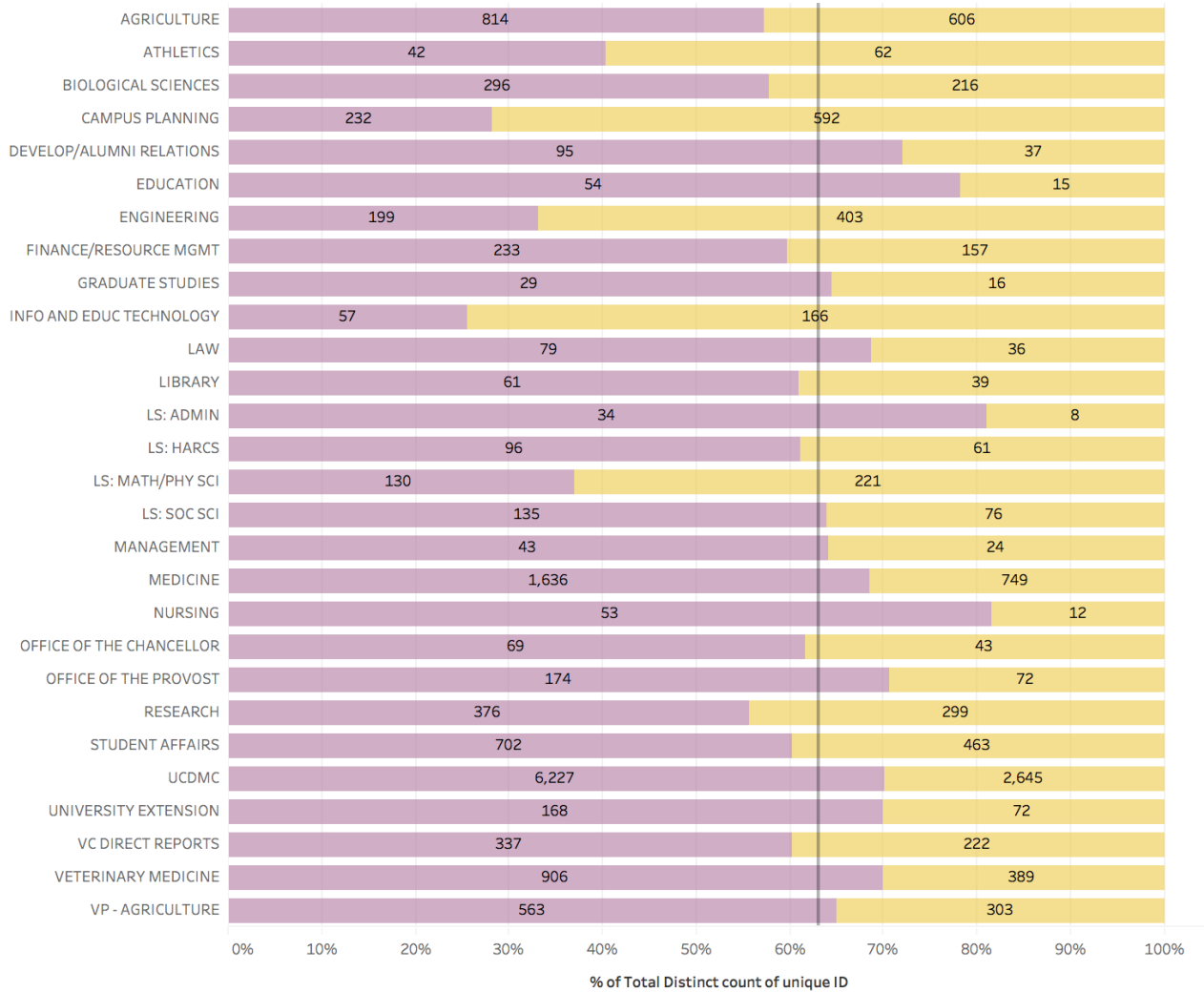
The reference line shows the average proportion of staff who identify as URM.



URM
 non-URM
 URM

Staff by gender, by division

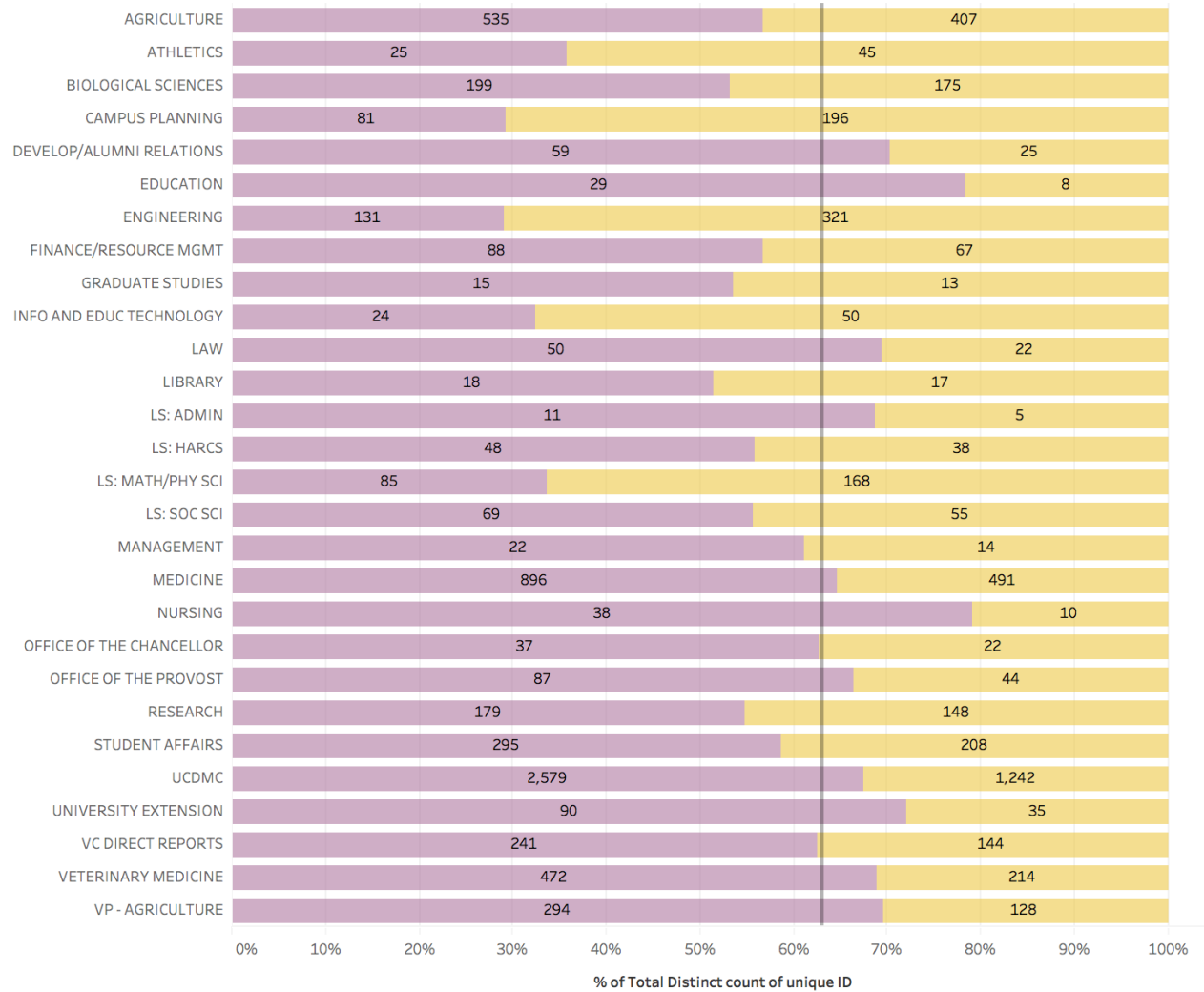
The reference line shows the average proportion of staff who identify as female.



Gender
■ Male
■ Female

New hires (within past 5 years): staff by gender, by division

The reference line shows the average proportion of staff who identify as female.

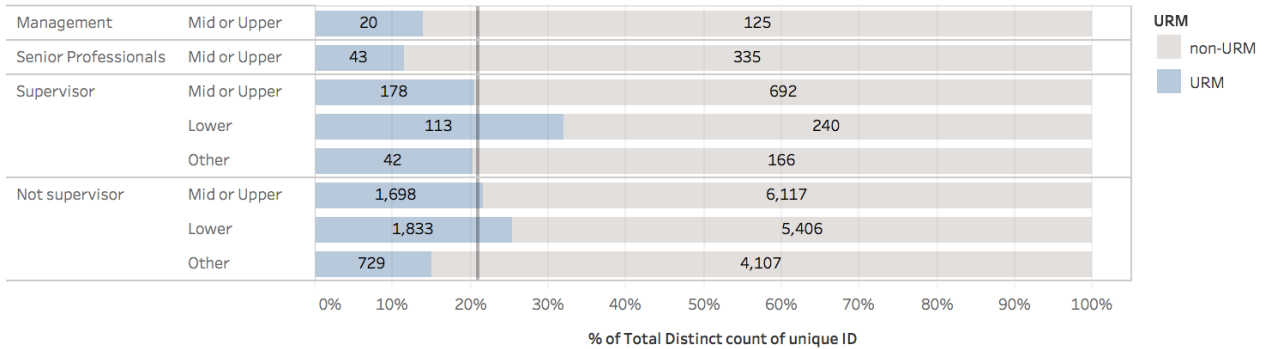


Gender
■ Male
■ Female

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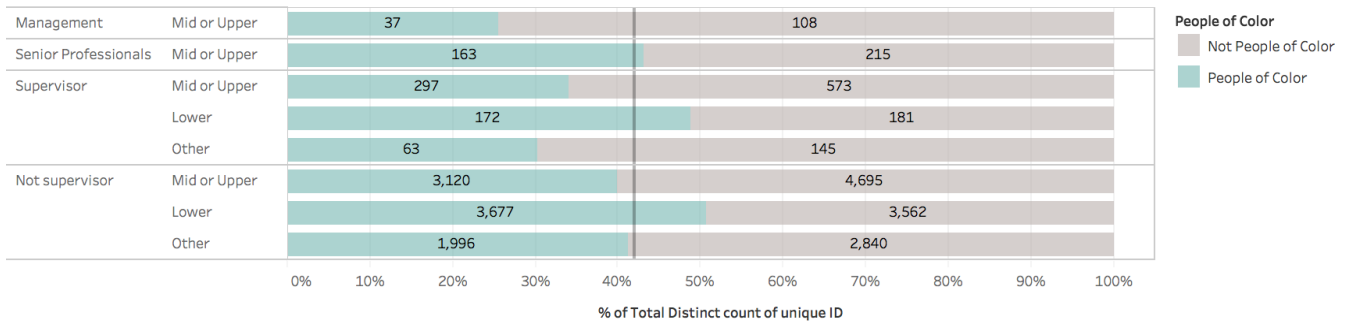
Staff who identify as URM in management, senior professional, supervisory and non-supervisory roles

The reference line shows the average proportion of staff who identify as URM.



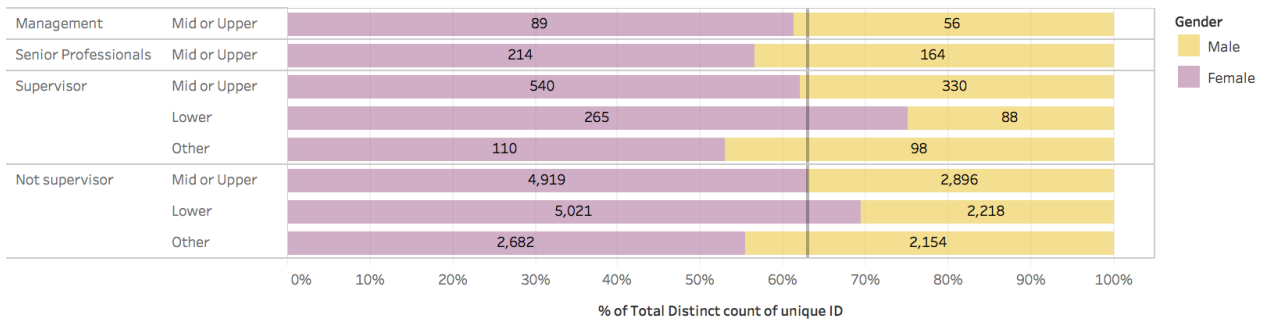
Staff who identify as POC in management, senior professional, supervisory, and non-supervisory roles

The reference line shows the average proportion of staff who identify as POC.



Staff in management, senior professional, supervisory, and non-supervisory roles, by gender

The reference line shows the average proportion of staff who identify as female.



Campus Engagement, Safety, and Climate

Campus leaders need to ensure the climate and safety of our campus, especially with regard to sexual violence, hate crimes, and incidents of bias. The campus has already instituted the Hate-Free Campus Initiative (HFC) aimed at creating a supportive and affirming campus environment. Many staff across campus are engaged in creating an awareness of the resources for reporting incidents of conflict and bias and supporting those involved. A Case Management Team reviews and responds to all reports, issuing a quarterly report, available on the Report Hate and Bias website. Established in 2014, the UC Police Accountability Board, made up of community representatives, reviews any complaints of misconduct filed against the UC Davis Police and makes general recommendations to the Chief based on their findings. Open meetings are hosted quarterly and a report is issued annually. The UC Davis Police Department also complies with federal and state laws in issuing its annual Jeanne Clery Act Annual Security Report, available to the public on its website. Numbers from these reports are in line with peer campuses and have remained roughly consistent from year to year. These reports and institutions are in place to support a responsive and transparent process, with pathways for members of the community to report, participate, and stay informed.

The UC Campus Climate study of 2014 has provided UC Davis with important baseline data for efforts to make all people feel truly comfortable in their classrooms and workplace. In that survey, 24% of respondents (4,371) reported they had personally experienced exclusionary, intimidating, offensive or hostile conduct; differences emerged based on various demographic characteristics, including position, ethnic or racial identity and discipline of study. URM and LGBTQIA members of our campus are more likely to view the overall climate as disrespectful and experience exclusionary conduct in their classrooms and workplaces. The climate report and other institutional surveys have highlighted that power differentials are very real in UC Davis workplaces and issues of poor communication, disrespectful treatment, exclusion, positionality and bullying must be addressed. The climate survey did highlight areas that we can build upon to begin addressing these concerns. For example, 80% of respondents believe UC Davis values a diverse faculty and staff and a majority find the courses offered included sufficient materials, perspectives, or experiences of people based on a variety of characteristics (age, ethnicity, gender identity, marital status, race, sexual orientation).

UC CAMPUS CLIMATE STUDY 2014 HIGHLIGHTS

- ▶ Seventy-six percent of undergraduate students, 82% of graduate/professional students, and 53% of faculty and post-docs were “comfortable” or “very comfortable” with the climate in their classes.
- ▶ Whites are more likely (92.6%) to view the overall campus climate as “respectful” or “very respectful.”
- ▶ Only 80.8% of African American respondents, 76.9% of American Indian/Alaska Natives, 86.1% of Asians, 82.9% of Hispanic/Latinx, 80.6% of Middle Eastern/South Asian/North Africans and 80.5% of Pacific Islanders view the overall campus climate as either “very respectful” or “respectful.”
- ▶ LGBTQ respondents were less comfortable than heterosexual respondents with the overall climate and less comfortable with the climate in their classes. White respondents were more comfortable with the climate in their classes than other racial groups.
- ▶ Twenty-four percent of respondents believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct. Eight percent of respondents indicated that the conduct interfered with their ability to work or learn.
- ▶ A higher percentage of staff respondents reported experiencing exclusionary conduct, as compared to faculty or students. A higher percentage of women, transgender, and genderqueer respondents than men respondents experienced exclusionary conduct.
- ▶ The percentage of Academic Federation faculty who responded to the Campus Climate Survey was low, at 10%. The percentage of Academic Federation respondents who reported experiencing exclusionary, intimidating, offensive or hostile behavior (whether or not it interfered with their work) was 30.7%. Fifty percent of Academic Federation members who reported this behavior described the frequency of this behavior as “often” or “very often.”
- ▶ Higher percentages of undergraduate students (4%, n = 248) experienced unwanted sexual contact in the past five years as compared to graduate/professional students (1%, n = 25), staff (2%, n = 147), faculty (1%, n = 14), or post-docs/trainees (2%, n = 9). More genderqueer respondents (7%, n = 7) and women respondents (3%, n = 345) experienced this conduct as compared to men (1%, n = 93).

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Another assessment tool for measuring the climate for faculty is the COACHE Faculty Job Satisfaction Survey, administered every few years. According to the results from the COACHE survey, faculty of color are less satisfied than white faculty with opportunities for collaboration. Participation in the 2012–13 UC Davis COACHE Faculty Job Satisfaction Survey was lowest among faculty of color as compared to white faculty. Female faculty members rate all three areas of faculty work—research, teaching, and service—less positively than male faculty.

Every three years, the Council of University of California Staff Assemblies, or CUCSA, distributes a survey to nonrepresented staff. The latest version of the survey was opened for response in spring 2017.

The campus Ombuds has also provided useful insights into issues related campus climate. From July 1, 2014, to June 30, 2015, the Ombuds provided services to 278 visitors. Key climate issues related to these visits fell into several major categories: (a) poor communication in evaluative relationships with a supervisor, manager, director, faculty member, chair or other person of higher “institutional status” (Davis 69%, Health 72%) and/or (b) lack of respect or poor treatment from the person with whom they had reporting (or otherwise administratively subordinate or dependent) relationship (Davis 62%, Health 54%). Where matters of respect/treatment were an issue, a high percentage fell into the subcategory of bullying: (a) in evaluative relationships (Davis 26%, Health 35%) and (b) involving peer and colleague mistreatment (Davis 48%, Health 31%). A by-product of many of these issues is work-related stress (Davis 24%, Health 32%).

Undergraduate student engagement is assessed via the University of California Undergraduate Experience Survey (UCUES). The 2016 UCUES tool included 13 items related to issues related to campus climate, diversity, and inclusiveness. All items were rated on a 6-point Likert-type scale ranging from 1 (strongly disagree) to 6 (strongly agree). Valid responses to these items were collected from 9222 UC Davis students.

The Center for Student Affairs Assessment computed an index of campus climate for diversity and inclusiveness by averaging responses to all 13 items. Results suggest that perceptions of campus climate, diversity, and inclusiveness were moderately high for the overall population and for most

CAMPUS CLIMATE, DIVERSITY, AND INCLUSIVENESS ITEMS INCLUDED IN UCUES 2016

- ▶ Students of my race/ethnicity are respected on this campus
- ▶ Students of my socio-economic status are respected on this campus
- ▶ Students of my gender are respected on this campus
- ▶ Students of my religious beliefs are respected on this campus
- ▶ Students of my political beliefs are respected on this campus
- ▶ Students of my sexual orientation are respected on this campus
- ▶ Students of my immigration background are respected on this campus
- ▶ Students with a physical, psychological, or learning disability like mine are respected on this campus
- ▶ Overall, I feel comfortable with the climate for diversity and inclusiveness at this RU
- ▶ Overall, I feel comfortable with the campus climate for diversity and inclusion in my major
- ▶ Overall, I feel comfortable with the climate for diversity and inclusion in my classes
- ▶ UC Davis is a safe and secure campus
- ▶ UC Davis is a welcoming campus ▶ Whites are more likely (92.6%) to view the overall campus climate as “respectful” or “very respectful.”

of the analyzed ethnic groups, with the exception of the Black population, whom reported neutral perceptions of this concept.

Additionally, the Center for Student Affairs Assessment has created an indicator called the Student Persistence Measures that analyzes data from regularly-administered surveys to better understand how and when interventions are most meaningful for supporting diverse students. The first data is being collected in 2016-2017.

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Peer Benchmarking

Peer Benchmarking, despite its limitations to the broadest analysis allowed by nationally-standardized data, enables us to assess whether diversity issues are localized or systemic—keeping in mind that only through efforts at the individual institution level, singly or in partnership, can progress be made to diversity the whole of higher education. In terms of ethnic and gender diversity for the undergraduate, graduate, faculty, and staff populations, we look at how UC Davis compares to other UCs in the system and to the Comparison 8, with which UC Davis already compares itself on faculty salaries and student fees (Cornell University, Harvard University, Stanford University, State University of New York (Buffalo), University of Illinois (Chicago), University of Michigan, University of Wisconsin, Yale University).

Key findings include:

- UC Davis has a higher proportion of Asian undergraduate students than the Comparison 8 but a lower proportion of Black or African American undergraduates. UC Davis has a higher proportion of Hispanic Students than the Comparison 8, but a lower proportion than the other UC campuses.
- UC Davis has a lower proportion of Black or African American graduate students (1.8%) than its peers (17% UC; 4% Comp-8). UC Davis's proportion of white graduate students is equivalent to the Comparison 8 (46%) but higher than the 9 other UC campuses (39%). UC Davis has a higher proportion of Hispanic students (9%) than the Comparison 8 (6%), comparable to the 9 other UC campuses (9%).
- UC Davis has a higher proportion of female undergraduate (58%) and female graduate students (52%) than its peers.
- Within the UC System, most campuses report 3% or less undergraduates who have formally registered as students with disabilities. Several campuses, such as UC Berkeley, UCLA, and UC Santa Cruz, report percentages as high as 4% or 6%.
- UC Davis has a higher proportion of Hispanic or Latinx faculty than the Comparison 8, but a lower proportion than the 9 other UC Campuses.
- UC Davis and its peers reflect continued gender imbalances among tenured faculty. Within some URM (such as among Black or African American and Hispanic or Latinx faculty), gender imbalances appear less pronounced—but the overall numbers are too small to draw any clear conclusions.

PERCENT OF UNDERGRADUATES FORMALLY REGISTERED AS STUDENTS WITH DISABILITIES, 2014

Institution Name	Percent of undergraduates formally registered as students with disabilities
University of California-Berkeley	4%
University of California-Davis	3% or less
University of California-Irvine	3% or less
University of California-Los Angeles	4%
University of California-Merced	3% or less
University of California-Riverside	3% or less
University of California-San Diego	3% or less
University of California-Santa Barbara	3% or less
University of California-Santa Cruz	6%

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UNDERGRADUATE ETHNICITY 2014

	University of California-Davis		8 UC Campuses - Mean		Comparison 8 - Mean	
	N	%	N	%	N	%
Grand total	27,565	100.00%	20906	100.00%	15,299	100.00%
American Indian or Alaska Native total	47	0.17%	28	0.13%	43	0.28%
Asian total	9,423	34.18%	6659	31.85%	1,974	12.90%
Black or African American total	581	2.11%	508	2.43%	966	6.31%
Hispanic total	5,061	18.36%	4903	23.45%	1,562	10.21%
Native Hawaiian or Other Pacific Islander total	134	0.49%	64	0.30%	19	0.12%
White total	8,173	29.65%	5213	24.93%	8,532	55.77%
Two or more races total	1,486	5.39%	1094	5.23%	588	3.84%
Race/ethnicity unknown total	412	1.49%	378	1.81%	553	3.61%
Nonresident alien total	2,248	8.16%	2060	9.85%	1,059	6.92%

GRADUATE STUDENT ETHNICITY 2014

	University of California-Davis		9 UC Campuses - Mean		Comparison 8 - Mean	
	N	%	N	%	N	%
Grand total	6,943	100.00%	4,975	100.00%	10,330	100.00%
American Indian or Alaska Native total	31	0.45%	14	0.29%	22	0.21%
Asian total	954	13.74%	837	16.81%	1,050	10.16%
Black or African American total	124	1.79%	133	2.68%	432	4.18%
Hispanic total	636	9.16%	470	9.45%	609	5.90%
Native Hawaiian or Other Pacific Islander total	11	0.16%	7	0.15%	8	0.08%
White total	3,225	46.45%	1,922	38.64%	4,783	46.30%
Two or more races total	229	3.30%	158	3.18%	255	2.47%
Race/ethnicity unknown total	411	5.92%	312	6.27%	480	4.65%
Nonresident alien total	1,322	19.04%	1,120	22.52%	2,688	26.02%

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UNDERGRADUATE AND GRADUATE STUDENTS, GENDER 2014

Institution Name	University of California-Davis		8 UC Campuses - Mean		Comparison 8 - Mean	
	N	%	N	%	N	%
Undergraduate Grand Total	27,565	100.00%	20,906	100.00%	15,300	100.00%
Undergraduate total men	11,683	42.38%	9,956	47.62%	7,583	49.56%
Undergraduate total women	15,882	57.62%	10,950	52.38%	7,717	50.44%
Graduate Grand Total	6,943	100.00%	4,975	100.00%	10,331	100.00%
Graduate total men	3,317	47.77%	2,716	54.59%	5,348	51.77%
Graduate total women	3,626	52.23%	2,259	45.41%	4,983	48.23%

TENURED FACULTY - GENDER AND ETHNICITY, 2014

Women	University of California-Davis			9 UC Campuses - Mean			Comparison 8 - Mean		
	N	% of all	% of women	N	% of all	% of women	N	% of all	% of women
Grand total women	381	31.83%	100.00%	216	30.01%	100.00%	328	28.90%	100.00%
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	62	5.18%	16.27%	32	4.40%	14.65%	33	2.91%	10.06%
Black or African American	14	1.17%	3.67%	7	0.97%	3.24%	16	1.41%	4.88%
Hispanic or Latinx	24	2.01%	6.30%	15	2.13%	7.09%	16	1.41%	4.88%
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	268	22.39%	70.34%	155	21.45%	71.48%	252	22.20%	76.83%
Two or more races	*	*	*	*	*	*	*	*	*
Race/ethnicity unknown	7	0.58%	1.84%	*	*	*	*	*	*
Nonresident alien	*	*	*	*	*	*	*	*	*

TENURED FACULTY - ETHNICITY, ALL GENDERS, 2014

	UC Davis		9 UC Campuses - Mean		Comparison 8 - Mean	
	N	%	N	%	N	%
All						
Grand total	1197	100.00%	720	100.00%	1135	100.00%
American Indian or Alaska Native total	7	0.58%	*	*	*	*
Asian total	180	15.04%	109	15.13%	129	11.37%
Black or African American total	25	2.09%	19	2.61%	37	3.26%
Hispanic or Latinx total	57	4.76%	45	6.25%	41	3.61%
Native Hawaiian or Other Pacific Islander total	*	*	*	*	*	*
White total	899	75.10%	526	72.98%	894	78.77%
Two or more races total	*	*	*	*	*	
Race/ethnicity unknown total	25	2.09%	7	1.02%	14	1.23%
Nonresident alien total	*	*	*	*	9	0.79%

Conclusions

California is ahead of the rest of the nation in the diversity of its population. UC Davis reflects some of this diversity, but not all of it—our undergraduates are fairly diverse, but representation of underrepresented groups falls off in our graduate programs and in our staff and academic workforce. We need more research to understand where and why diverse populations are falling out of our pipeline to education and employment as it relates to preparation and eligibility, awareness, and retention. More research is needed to understand why our African American/Black populations lag behind our peers, and why students, staff, and faculty report less engagement and more impact from exclusionary conduct and bias than others. Schools and colleges need to look more closely at their own practices to understand why there is disproportionate under- and over- representation of minorities and women; hiring managers and committees need to pay even more attention to practices that will help them achieve affirmative action goals in their hiring practices. In documenting the many sources for understanding our campus better, we hope to advocate for better integration and coordination among Institutional Analysis, Human

Resources, Student Affairs, and Academic Affairs to provide a richer understanding of the challenges and opportunities we face. Most importantly, we hope this data underscores the very need to act on the recommendations in this strategic vision plan—both to better serve existing constituencies and to open our doors more widely to those who have new and important perspectives. To take full advantage of the opportunities to bring new perspectives into our teaching, research, and public service, our campus needs to embrace a changing state and national population.

APPENDIX | SELECTED DIVERSITY AND INCLUSION INITIATIVES AT UC AND UC DAVIS

AAMC-USU Climate Toolkit [3.B.i]: The Associate of American Medical Colleges (AAMC) has partnered with the Coalition of Urban Serving Universities Association of Public and Land-grant Universities (USU) to develop a Toolkit to help universities measure institutional culture and climate with the goal of creating a more inclusive campus community that values and supports diversity. UCDCM has been invited to participate in this exclusive pilot program.

AB540 and Undocumented Student Center [1.B.ii]: The Center offers academic and professional advising, mentoring by faculty, student support, a sense of community, networking events and leadership development. Services are comprehensive, including strategic recruitment from local high schools and community colleges, support from day of acceptance and early academic intervention through graduation.

ADVANCE [5.a.i]: UC Davis ADVANCE is an Institutional Transformation grant that began in September 2012. The program is supported by the National Science Foundation's ADVANCE Program, which aims to increase the participation and advancement of women in academic science and engineering careers.

Academic Preparation and Enrichment Program (APEP) [1.B.ii]: APEP supports Educational Opportunity Program (EOP) students who may be interested in attending medical school. As part of a select cohort, students benefit from a seminar, mentorship and academic support.

Affirmative Action Program [2.B.iv]: Affirmative Action goals are established through a comparison of job groups to availability data. Analysis of job groups is based on similar content, wage rates and opportunities. Availability data estimates the number of qualified women and minorities available for employment.

African American Shared-Interest Community [1.C.ii]: See "UC Davis Living-Learning Communities"

Casa Cuauhtémoc [1.C.ii]: See "UC Davis Living-Learning Communities"

Center for Chicanx and Latinx Academic Success (CCLASS) [1.B.ii]: The center offers academic and professional advising; mentoring by faculty, student support, a sense of community, networking events and leadership development. Services are comprehensive, including strategic recruitment from local high schools and community colleges, support from day of acceptance and early academic intervention through graduation.

Center for the Advancement of Multicultural Perspectives on Science (CAMPOS) [2.C.ii]: The CAMPOS program supports the discovery of knowledge by promoting women in science, starting with Latina STEM scholars, through an inclusive environment that is diversity driven, mentorship grounded and career success focused.

CAMPOS Cafecitos/Coffee Breaks [3.D.ii]: CAMPOS hosts a series of Cafecitos (coffee breaks) throughout the academic year for faculty to network and discuss topics relevant to promoting and sustaining a diverse community of STEM faculty.

Capital Resource Network (CRN) [2.A.iii]: The initiative will enhance support for the recruitment and retention of dual-career faculty by building an active regional employment network that will significantly expand the existing UC Davis Partner Opportunities Program by formalizing access to the labor market in the Davis-Sacramento region.

Center for African Diaspora Student Success (CADSS) [1.B.ii]: The Center for African Diaspora Student Success (CADSS) offers academic and professional advising, mentoring by faculty, student support, a sense of community, networking events and leadership development. Services are comprehensive, including strategic recruitment from local high schools and community colleges, support from day of acceptance and early academic intervention through graduation.

Center for Student Affairs Assessment (CSAA): The Center for Student Affairs Assessment collects student participation data through swipe-card technology. The check-in system tracks how students are using on-campus resources to provide data that will aid the campus in assessing how to more effectively support underrepresented students. Once collected, researchers use propensity score matching to "create" control populations that can be used to estimate causal effects of activities on target groups. The researchers also use multilevel modeling (clustering of like students) and a student persistence model to target activities and measure the impact of those activities.

Center for Student Involvement (CSI) [3.D.iii]: The campus department through which groups register as a student organization at UC Davis. CSI helps groups operate successfully on campus and supports the educational experience that organizations provide for student members—as well as the entire campus community.

Community Healing Forum [3.A.iii]: In April 2015, Student Affairs hosted a community forum—focused on students but open to all—after a number of incidents offensive to the Latinx community occurred on campus.

Developing Graduate and Professional Student Allyship Seminar Series [3.C.iv]: A seminar series focused on developing an individual's skills as an ally as well as a general graduate student space to discuss and raise awareness for graduate and professional student issues.

Diaspora Center [4.C.iv]: Based on feedback from African American faculty, the vice chancellor for Student Affairs and Campus Diversity will be developing a research center to serve faculty in the social sciences and humanities who do research on historically underrepresented populations. The center would underscore the importance of faculty research in these areas and be separate from efforts to provide mentoring and assistance to students.

Diversity Advisory Group, The School of Veterinary Medicine [1.A.iv]: The School of Veterinary Medicine has created a diversity advisory group, including alumni and other veterinary professionals, to facilitate outreach in minority communities.

APPENDIX | SELECTED DIVERSITY AND INCLUSION INITIATIVES AT UC AND UC DAVIS

Educational Opportunity Program (EOP) [1.C.i]: The Educational Opportunity Program maintains a climate of academic excellence and maximizes retention by providing academic, personal and social support and peer counseling. Students are accepted to the program based on family size, household income and parents' education levels.

Employee Scholarships, UC Davis Graduate School of Management [2.C.ii]: As part of the UC Davis Graduate School of Management's (GSM) efforts to provide high-quality management education to future leaders in business and higher education, the GSM has established a scholarship program for UC Davis employees who want to pursue their MBA at UC Davis (in the Sacramento part-time MBA program or the Bay Area part-time MBA program) and have demonstrated exceptional management and leadership potential.

Faculty Academic Development Program [2.C.ii]: Through its Faculty Academic Development Program, Academic Affairs provides a number of opportunities for faculty, academics, department chairs/directors and staff to be successful through continued training and development, such as brown bag sessions, workshops, certificate programs and online courses. Examples of these programs include: academic personnel processes, advancement, department chair orientation and work-life balance.

First-Year Aggie Connections (FYAC) [1.C.ii]: After a successful pilot year, First-Year Aggie Connections has expanded its offerings to freshman, transfer and international students for 2016–2017. Through the program, cohorts of 25 students meet regularly for one academic quarter and are led by staff or faculty facilitators who engage students in discussions surrounding crucial topics related to transitioning to life at UC Davis.

Graduate Diversity Network [3.D.ii]: The network facilitates communication and collaboration among people and offices across the university with a goal to increase the recruitment and retention of underrepresented groups among graduate and professional students and postdoctoral scholars at UC Davis.

Graduate Diversity Officers [1.C.iii]: Graduate Diversity Officers (GDOs) are designated as a primary professional resource to address graduate student diversity experiences at UC Davis.

Hate-Free Campus Initiative (HFCI) [3.C.iii]: Launched in fall 2010, the Hate-Free Campus Initiative (HFCI) works to engage the entire campus community proactively in educational programs, training and activities designed to confront and stop acts of hate, foster greater awareness and appreciation for diversity, promote civility and respect in our interactions and support our campus Principles of Community. The UC Davis Chief Compliance Officer ensures institutional accountability for all reports of perceived acts of illegal discrimination, bias and harassment involving faculty, student and staff, and coordinates a comprehensive complaint management process. The case management team, made up of staff from the Harassment and Discrimination Assistance and Prevention Program, as well as administrators in Academic Affairs, Student Affairs, and Human Resources reviews all complaints of discrimination, hate and bias. Any member of the campus community who experiences or

witnesses an incident of hate, bias, discrimination or harassment, can make a report online, via email, by phone or in person. Complaints are resolved through either early resolution or formal investigation. Quarterly reports regarding the cases handled by the case management team are posted publicly.

Healing/Processing Spaces for Students [3.A.iii]: Spaces will be offered throughout the fall 2016–2017 quarter in various community spaces.

HIP (Hiring Investment Program) [2.A.iv]: The Hiring Investment Program provides resources to the campus' schools, colleges and divisions in support of additional opportunities for senate faculty hiring that either transcend the boundaries between traditional departments, schools and/or colleges or extend the disciplinary range of a single department, school or college into critical new areas, resulting in a transformative augmentation of that unit.

The History Graduate Diversity Certificate Series [4.A.v]: The History Graduate Diversity Certificate Series was developed to provide an opportunity for collaborative learning and personal development regarding the current challenges, successes and strategies of diversity, equity and inclusion in higher education, and specifically at UC Davis.

The History Project [1.A.i]: The History Project of UC Davis' Department of History improves K-16 education history in the Sacramento area and is part of the California History-Social Sciences Project. Students of teachers involved in sustained work with the History Project demonstrate increased proficiency on the California Standards Test in both the history/social science and the English/language arts sub-tests. From 2009–2012, the gains of teachers in the History Project cohort increased with each year of work.

Is it Bullying? Awareness and Strategies Course [3.C.i]: UC Davis has created a new Is it Bullying? Awareness and Strategies Course for anyone with supervision and management in their job description. Bullying training for teaching assistants has already been implemented.

LGBTQIA Allyship trainings [3.C.iv]: A portfolio of trainings for those who are interested in learning about lesbian, gay, bisexual, transgender, queer, intersex, and asexual identities with information about taking action to create more inclusive and equitable environments on the UC Davis campus and beyond.

Linda Frances Alexander Scholars Program (LFA) [1.C.i]: The Linda Frances Alexander Scholars Program provides academic, social and cultural enrichment for African, African American and multiracial students toward educational excellence in our competitive global society. Students enroll as new freshmen or transfers and may participate through graduation.

McNair Scholars Program [1.A.v]: The McNair Scholars Program is a two-year program funded by TRIO and the U.S. Department of Education designed to encourage students from groups often underrepresented in graduate programs to pursue doctoral degrees.

APPENDIX | SELECTED DIVERSITY AND INCLUSION INITIATIVES AT UC AND UC DAVIS

Medical School Preparatory Education Program (MSPEP) [1.B.ii]: The Medical School Preparatory Education Program (MSPEP) is a UC Davis School of Medicine Office of Student and Resident Diversity (OSRD) sponsored program. The program is designed to assist educationally and/or socio-economically disadvantaged students to prepare to apply to medical school and to successfully complete the MCAT exam. Using a holistic approach, these programs aim to enhance student learning and create an environment that promotes academic success, social engagement and personal development. The ultimate goal is to help students successfully advance through their undergraduate years and beyond.

Mentoring at Critical Transitions (MCT) [2.C.ii]: A brown bag seminar series offered by Graduate Studies to enhance the preparedness of UC Davis faculty in areas affecting the mentoring, academic socialization and overall success of our diverse graduate student population during the three critical graduate school transitions: 1) from admission to graduate student, 2) coursework through the qualifying examination, and 3) research and writing to professional career.

Mentorship for Undergraduate Research in Agriculture, Letters and Science (MURALS) [1.B.iv]: MURALS is a pre-graduate opportunity program designed to enrich the research experience of students situationally disadvantaged in their access to graduate school.

New Faculty Network (NFN) [3.D.ii]: A faculty-led, grassroots organization at UC Davis that welcomes all new faculty to take part in informal monthly networking events to expand professional networks and knowledge of campus and regional culture.

NSF-LSAMP Bridge to the Doctorate [1.A.v]: The NSF-LSAMP Bridge to the Doctorate (BD) program is funded by the National Science Foundation and provides graduate fellowships for science, technology, engineering and mathematics (STEM) doctoral students from underrepresented minority populations.

Office of the Ombuds [3.B.ii]: The UC Davis Ombuds Office is a confidential, independent, impartial and informal problem-solving and conflict management resource for all members of the UC Davis campus community. Ombuds can assist by listening, clarifying issues, identifying policies and resources, and by providing coaching and communication strategies.

Pathways to the Professoriate [1.A.vii]: UC Davis is a partner in the Pathways to the Professoriate program. Led by University of Pennsylvania Center for Minority Serving Institutions, the initiative will use a \$5.1 million grant from the Andrew W. Mellon Foundation to help 90 students from Hispanic Serving Institutions prepare for doctoral programs over five years.

Partner Opportunities Program (POP) [2.A.iv]: A service designed to support departments and deans' offices in the recruitment and retention of outstanding faculty by assisting their partners and spouses in seeking employment at UC Davis.

Professionalism, Ethics and Cultural Enrichment (TEAM-PEACE) [4.A.ii]: A longitudinal curriculum in the medical school is a model for cultural competency embedded in curriculum.

Partners in Transforming Community Health (PITCH) [4.A.ii]: An interprofessional curriculum development was initiated by medical students.

Preparando Estudiantes Para Ser Medicos (Prep-Medico) [1.B.iv]: Prep-Medico (Preparando Estudiantes Para Ser Medicos, or Preparing Students to Be Physicians) is a multi-faceted initiative that provides scholarships, mentorship and internship opportunities, a residential program, intensive language training, volunteer service opportunities and hands-on clinical experiences for pre-med and medical students.

School of Veterinary Medicine Diversity Strategies and Tactics [5.B.i]: The school's strategic plan specifically includes goals and strategies to broaden the diversity of the faculty, staff and student community to represent the demographics of our society.

Special Transitional Enrichment Program (STEP) [1.C.i]: Special Transitional Enrichment Program helps students develop skills for success. STEP begins with a three-week summer residential program and continues for students' first two years on campus, typically through the end of their second year. It provides transitional classes and skills development activities, along with intensive counseling and academic advising.

Strength through Equity and Diversity (STEAD) Faculty Search Committee Workshops [2.B.iii]: The STEAD Committee is made up of trained UC Davis faculty members who provide information and advice about practices for achieving excellence, equity and diversity in faculty recruitment at the University of California, Davis. The committee leads workshops for faculty and administrators involved in hiring. The STEAD workshop aims to identify factors that can introduce bias into the faculty recruitment process and to provide evidence-based approaches that will maximize the likelihood that excellent and diverse scholars will be identified, selected for offers and recruited onto the UC Davis faculty.

Student Academic Success Center (SASC) [1.B.ii]: The Student Academic Success Center houses a number of programs geared toward supporting various student communities including former foster youth, first generation, low income, undocumented students and other groups that are underrepresented in higher education. Transition assistance, retention services and research opportunities are provided through the efforts of programs such as the Educational Opportunity Program, Guardian Scholars Program, Linda Frances Alexander Scholars Program, Mentorship for Undergraduate Research in Agriculture, Letters and Science, Special Transitional Enrichment Program, TriO Scholars Program and First-Year Aggie Connections.

Student Community Centers (SCCs) [3.D.i]: Themed student life centers that foster a welcoming and inclusive atmosphere for all visitors and provide students with academic, wellness and advising resources.

Summer Institute on Race and Health [4.A.iii]: With a growing need for more health professionals to pursue careers in community clinics in diverse and underserved communities, UC Davis Health System launched the Summer Institute on Race and Health

APPENDIX | SELECTED DIVERSITY AND INCLUSION INITIATIVES AT UC AND UC DAVIS

in June of 2011 to help first-year School of Medicine students better understand culturally appropriate resolutions to care. It is a model for experiential learning, including site visits to different communities as part of its program.

Target of Excellence (TOE) [2.A.iv]: The purpose of TOE recruitment program is to enable UC Davis to take advantage of unusual opportunities to bring high-profile faculty to campus. These truly outstanding scholars also demonstrably fulfill critical academic needs.

TRiO [1.B.ii]: The TRiO Scholars Program, also known as Student Support Services (SSS), is a federally funded effort to improve the retention and graduation rates of first-generation and income-qualified students and students with disabilities at UC Davis.

UC Career Paths [2.C.v]: UC is introducing UC Career Paths in 2016 (the CSU system has a similar model) that will include new job classifications, career tracks and series concepts to enable consistent job titles and promotion tracking.

UC Davis Annual Study of California Women Business Leaders [4.B.v]: The UC Davis Graduate School of Management opens a dialogue about women in leadership through an annual study of diversity in the region: UC Davis Annual Study of California Women Business Leaders.

The UC Davis Guardian Professions Program [1.A.v]: The UC Davis Guardian Professions Program offers assistance to former foster youth wanting to pursue a graduate degree.

UC Davis Launch Committee [2.C.ii]: The UC Davis Launch Committee is a pilot mentoring program for new faculty that supports early professional integration and development of new faculty as they begin their careers at UC Davis. The launch committees typically meet twice per quarter in person or by teleconference, 2-3 months before arrival through the end of the first academic year. The committees are convened by an ADVANCE faculty member and are composed of faculty members, including a senior faculty member in the new faculty member's department with related research interests, a department chair and senior faculty member from outside the department in a field related to that of the new faculty member.

UC Davis Chancellor's Postdoctoral Fellowship Program (CPFP) [2.A.ii]: The UC Davis Chancellor's Postdoctoral Fellowship Program offers postdoctoral research fellowships and faculty mentoring to outstanding scholars in all fields whose research, teaching and service will contribute to the diversity and equal opportunity at the University of California.

UC Davis Living-Learning Communities [1.C.ii]: UC Davis Living-Learning Communities offer unique experiences for undergraduate students, from Casa Cuauhtémoc for those interested in exploring Chicanx-Latinx cultures to the African American Shared-Interest Community that offers an optional seminar through Center for African Diaspora Student Success and African American and African Studies Department to Rainbow House for members and allies of the LGBTQIA community. Residence hall housing is prioritized for incoming freshman and transfer students.

UC-HBCU Initiative [2.A.iii]: The UC- HBCU Initiative is a program offered by the University of California Office of the President (UCOP). The program connects faculty and undergraduate scholars at both UC (University of California) and HBCU campuses (Historically Black Colleges and Universities).

UC Leadership Excellence Through Advanced DegreeS (UC LEADS) [1.A.v]: The UC LEADS (Leadership Excellence Through Advanced DegreeS) is a two-year program designed to identify educationally or economically disadvantaged undergraduates in science, mathematics or engineering who show promise of succeeding in doctoral degree programs. The program provides students with educational experiences that prepare them to assume positions of leadership in industry, government, public service and academia. Additional benefits include: research experience, research stipends, GRE preparation, seminars and advising, and travel to professional meetings.

UC President's Postdoctoral Fellows Program (PPF) [2.A.ii]: The University of California President's Postdoctoral Fellowship Program was established in 1984 to encourage outstanding women and minority Ph.D. recipients to pursue academic careers at the University of California. The current program offers postdoctoral research fellowships, professional development and faculty mentoring to outstanding scholars in all fields whose research, teaching, and service will contribute to diversity and equal opportunity at UC.

UC Recruit [2.B.iv]: UC Recruit provides an infrastructure that streamlines the faculty recruitment and application process and provides consistent data.

UC Transcript Evaluation Services [1.A.iii]: A set of data and analytical tools that help aspiring and diverse students reach college readiness. The TES tool has been shown to improve UC/CSU eligibility rates in some of California's most underresourced communities. Schools participating in TES for two consecutive years increased enrollment eligibility for CSU by 8 percent and for UC by 8.6 percent. After four consecutive years, student eligibility at TES high schools increased for CSU by 32.1 percent and for UC by 21.6 percent. Overall, students at TES schools completing "a-g" courses increased by 7.8 percent after two years and by 35.7 percent after four years.

UndocuAlly Program for Educators (UPE) [3.C.iv]: The AB540 and Undocumented Student Center at UC Davis hosts the UndocuAlly Program for Educators (UPE), open to UC Davis faculty, staff and graduate/professional students. UndocuAlly is a term used to identify campus allies for undocumented students. UPE is a professional learning opportunity for educators to develop and enhance their working knowledge regarding servicing undocumented student populations at UC Davis.

APPENDIX | SELECTED DIVERSITY AND INCLUSION INITIATIVES AT OTHER INSTITUTIONS

Disability Services Program/Learning Effectiveness Program, University of Denver [1.B.v]: At University of Denver, students have access to free services through the Disability Services Program or they can pay a fee to have access to the Learning Effectiveness Program, which serves over 200 students with learning disabilities and ADHD.

Diversity and Inclusion Certificate Program, UC Santa Cruz [4.A.v]: Open to students, faculty, and staff, the certificate program consists of nine courses and is provided at no cost. Participants who complete all nine courses within two academic years qualify to receive a certificate of completion. Individual courses are also open to those who are not pursuing a certificate.

Diversity Statements, UC San Diego [2.B.i]: Since 2010, UC San Diego has required that faculty candidates submit a statement on their past contributions to diversity or equity and future plans for continuing this effort as part of their application for an academic appointment.

Diversity-Themed Websites: UC Berkeley, UCLA, University of Michigan, University of Oregon [5.A.vi]: New diversity-themed websites at other institutions coordinate and anchor communication of institutional commitment to diversity and provide unified access to resources across their campuses.

Faculty Search Policies: University of Oregon and University of Michigan [2.B.iii]: University of Oregon and University of Michigan policies recommend that faculty search committees submit an unranked list of recommended top candidates to the department head or dean. In place of rankings, the list should instead include a detailed description of strengths and concerns. University of Michigan also recommends this policy to its faculty search committees.

NSF INCLUDES (Inclusion Across the Nation of Communities of Learners of Underrepresented Discoverers in Engineering and Science) [4.C.iv]: A comprehensive national initiative to enhance U.S. leadership by seeking and developing science, technology, engineering and mathematics (STEM) talent from all sectors and groups in our society through access and engagement. It aims to improve the preparation, increase the participation and ensure the contributions of individuals from groups that traditionally have been underserved and/or underrepresented in the STEM enterprise.

Pre-Orientation Videos on the U.T. Mindset, University of Texas [1.A.iii]: University of Texas engages students in several pre-orientation videos, which include one on the U.T. Mindset. Students are exposed to messages about (a) the malleability of the brain and how to create new pathways for learning and (b) encouraging messages from current students about how they acquired a sense of belonging at the institution. Participants complete a reflection exercise.

SALT, University of Arizona [1.B.v]: UUniversity of Arizona's SALT program provides comprehensive services for more than 500 "students who learn differently." The campus is in the process of renovating and expanding their space in order to provide more services to more students.

APPENDIX | GLOSSARY

Academic Federation: Employees of the university who hold appointments in one or more of the designated academic title series (researchers, administrators, librarians, lecturers, etc.) and who are not members of the Academic Senate.

Academic Freedom: The University of California is committed to upholding and preserving principles of academic freedom. These principles reflect the university's fundamental mission, which is to disseminate knowledge to its students and to society. The principles of academic freedom protect freedom of inquiry and research, freedom of teaching and freedom of expression and publication. Academic freedom requires that teaching and scholarship be assessed by reference to the professional standards that sustain the university's pursuit and achievement of knowledge. The substance and nature of these standards properly lie within the expertise and authority of the faculty as a body. Please see the General University Policy Regarding Academic Appointees on Academic Freedom, APM-010 for a detailed discussion.

Academic Senate: The faculty of the University of California who hold the following series titles: professor, professor in residence, acting professor, lecturer with security of employment, senior lecturer with security of employment, professor of clinical (e.g., medicine) and professor emeritus.

APM: Academic Personnel Manual

Cultural Competence: A set of behaviors, attitudes and policies that help organizations and staff work effectively with people of different cultures. A set of academic and interpersonal skills that allow individuals to increase their understanding, sensitivity, appreciation and responsiveness to cultural differences and the interactions resulting from them. The particulars of acquiring cultural competency vary among different groups, and they involve an ongoing relational process tending to inclusion and trust-building. A set of skills or attributes that allow a person to respond effectively and appropriately to a particular situation or circumstance. Cultural competency involves an ability to increase one's awareness about personal biases, assumptions, attitudes and worldviews; specific knowledge of cultures, history, worldviews, languages and diverse experiences; and a repertoire of skills that allow one to effectively intervene in personal and professional domains.

Discrimination: Discrimination refers to the treatment or consideration of, or making a distinction in favor of or against, a person based on the group, class or category to which that person belongs rather than on individual merit. Manifestations of discrimination, including those based on race, ethnicity, gender, age, disability, sexual orientation, religious or political beliefs, status within or outside the university, or any of the other differences among people which have been excuses for misunderstanding, dissension or hatred.

Diversity: A defining feature of California's past, present and future, diversity refers to the variety of personal experiences, values and worldviews that arise from differences of culture and circumstance. It is the variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual orientation, gender identity, ability and other socially constructed characteristics. Please see the Board of Regents Statement on Diversity.

Equity: The guarantee of fair treatment, access, opportunity and advancement for all students, faculty and staff, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.

Gender Identity/Expression: A sense of one's self as trans* (the asterisk indicates the option to fill in the appropriate label, i.e., trans man), genderqueer, woman, man or some other identity, which may or may not correspond with the sex and gender one is assigned at birth. Please visit the UC Davis LGBTQIA Resource Center for more information and definitions.

Harassment: Harassment is unwelcomed behavior that demeans, threatens or offends another person or group of people and results in a hostile environment for the targeted person/group.

Implicit Bias/Unconscious Bias: Subconscious attitudes or stereotypes, both favorable and not, that affect our understanding, actions and decisions.

Inclusion: The act of creating environments in which any individual or group can be and feel welcomed, respected, supported and valued as a fully participating member. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people. Inclusion integrates the fact of diversity and embeds it into the core academic mission and institutional functioning.

Inclusion Excellence: Organizations that have evolved beyond diversity into fully integrated, inclusive entities that:

- Value and embrace diversity and inclusion
- Focus on the individual, moving beyond a focus on groups
- Focus on creating a work environment where each person is recognized and developed, and talents are routinely tapped into
- Practice talent differentiation strategies
- Value people because of, not in spite of, their differences
- Take steps to move toward an environment that is equitable for all.
- Internalize inclusion as a core value, meaning it neither changes quickly nor is affected by economic trends
- See human equity as an essential element of sustainable competitive advantage or organizational effectiveness
- Integrate inclusion into all aspects of the organization: all employees consider themselves responsible for creating a fair, equitable and inclusive environment

Intersectionality: The University of California’s Center for New Racial Studies explains intersectionality as “The name that is now given to the complex of reciprocal attachments and sometimes polarizing conflicts that confront both individuals and movements as they seek to ‘navigate’ among the raced, gendered and class-based dimensions of social and political life.”

Microaggression: Oftentimes unconscious and automatic, microaggressions are brief, subtle verbal or non-verbal exchanges that send denigrating messages to the recipient because of his or her group membership (such as race, gender, age or socio-economic status). The initiator of the message may be unaware that he or she has engaged in a cumulative behavior—one of a lifetime of demeaning messages that erode its victim’s confidence (Kathy Wyr, “Micro-aggressions: What You Need to Know,” based on the work of UCLA education professors Carola Suárez-Orozco and Daniel Solorzano).

Nontraditional student: The National Center for Education Statistics defines nontraditional students as meeting one of seven characteristics: delayed enrollment into postsecondary education; attends college part-time; works full-time; is finan-

cially independent for financial aid purposes; has dependents other than a spouse; is a single parent; or does not have a high school diploma.

PPM 400: Refers to the UC Davis Policy and Procedure Manual, Chapter 400, which includes university policies on Freedom of Expression, Complaints of Discrimination and Harassment, and Sexual Violence and Sexual Harassment. **Positionality:** Refers to the location of a person in the organizational structure of an institution. It considers what authority a person has, to whom they report and who reports to them. What power others have in relationship to the person and what power the person has in relationship to others. It is concerned with the variables that affect their status within the organizational structure and their capacity to act with legitimacy..

Restorative Justice: According to the office of the District Attorney for Yolo County, traditionally, western legal systems focus on answering three questions: 1) What laws have been broken? 2) Who did it? 3) How should they be punished? Restorative justice, on the other hand, shifts the focus to the harms created by the offense; how to restore the victim, community and the offender; and steps that can be taken by the offender to make things right. These steps are intended to be specific, measurable, attainable, reasonable, respectful, timely and restorative, rather than shaming and punitive.

Sexual Orientation: Sexual orientation is an enduring emotional, romantic, sexual or affectional attraction or non-attraction to other people. Sexual orientation is fluid and people use a variety of labels to describe their sexual orientation. Please visit the UC Davis LGBTQIA Resource Center for more information and definitions.

Unconscious Bias/Implicit Bias: Subconscious attitudes or stereotypes, both favorable and not, that affect our understanding, actions and decisions.

Underrepresented Minority (URM): Refers to groups who have been denied access and/or suffered past institutional discrimination. This is revealed by an imbalance in the representation of different groups in common pursuits such as education, jobs and housing, resulting in marginalization for some groups and individuals and not for others, relative to the number of individuals who are members of the population involved. Groups in the United States that have been marginalized and are currently underrepresented may include but are not limited to specific ethnicities, adult learners, veterans, people with disabilities, lesbian, gay, bisexual and transgender individuals, religious groups and low-income individuals.

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UC Davis Diversity Resources

Principles of Community

The statement and related programming affirms the campus' commitment to freedom of expression and a climate free of hate, bias and discrimination of all forms. occr.ucdavis.edu/poc

Campus Diversity Offices

Offices devoted to campus climate, diversity and inclusion excellence.

Office of Student Affairs and Campus Diversity

studentaffairs.ucdavis.edu/campus-diversity/diversity-inclusion

Office for Equity, Diversity, and Inclusion, UC Davis Health System

ucdmc.ucdavis.edu/diversity-inclusion

Office of Campus Community Relations

occr.ucdavis.edu

Campus Committees and Councils

Campus Council on Community and Diversity

Provides campus leaders and the community with advice on how to strengthen and maintain the bonds of community. occr.ucdavis.edu/cccd

Constituent Groups and Chancellor's Administrative Advisory Committees

Diverse campus organizations whose members provide opportunities for staff and faculty to explore and share the many contributions they bring to the university. occr.ucdavis.edu/constituent_groups.html

Academic Senate Affirmative Action and Diversity Committee

Advises the administration concerning affirmative action policies for academic personnel and academic programs and addresses issues of admission and retention of culturally and economically disadvantaged students. academic senate.ucdavis.edu/committees/committee-list/affirmative_action_diversity.cfm

Student-governed entities promote, recommend and advocate for strategies concerning a variety of diversity and inclusion issues.

Student Council on Campus Climate

Special Committees

asucd.ucdavis.edu/government/legislative/special-committees

Ethnic and Cultural Affairs Commission

asucd.ucdavis.edu/government/legislative/commissions/ethnic-and-cultural-affairs-commission

Gender and Sexuality Affairs Commission

asucd.ucdavis.edu/government/legislative/commissions/gender-and-sexuality-commission

Student Resource Centers

AB 540 and Undocumented Student Center

undocumented.ucdavis.edu

Services for International Students and Scholars

siss.ucdavis.edu

Transfer Reentry Veterans Center

success.ucdavis.edu/trv

Community Resource and Retention Centers

Community resource centers provide a physical space for members of our campus community to learn about resources and educational programs, express opinions and identity and build community.

Center for Student Involvement

csi.ucdavis.edu

Cross Cultural Center

ccc.ucdavis.edu

Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual Resource Center

lgbtqia.ucdavis.edu

Student Recruitment and Retention Center

srrc.ucdavis.edu

Women's Resources and Research Center

wrrc.ucdavis.edu

Support Services

A variety of campus initiatives ensure UC Davis' commitment to a discrimination-free work and learning environment by providing cultural competency education, forums for discussing and reporting concerns, services for working through challenges to achieve learning goals and tools to ensure equitable access to learning and workplace resources.

Academic and Staff Assistance Program

hr.ucdavis.edu/asap

Campus Community Book Project

occr.ucdavis.edu/book-project.html

Campus Dialogue and Deliberation

cdd.ucdavis.edu

Center for Accessible Technologies

cat.ucdavis.edu

Center for Educational Effectiveness

cee.ucdavis.edu

Disability Management Services

hr.ucdavis.edu/dms

Diversity Education Program

occr.ucdavis.edu/diversity

Harassment and Discrimination Assistance and Prevention Program

hdapp.ucdavis.edu

Language Center

lc.ucdavis.edu

Ombuds Office

ombuds.ucdavis.edu

Police Department

police.ucdavis.edu

Police Accountability Board

pab.ucdavis.edu

Staff Development and Professional Services

sdps.ucdavis.edu

Student Academic Success Program

success.ucdavis.edu

Student Disability Center

sdc.ucdavis.edu

Student Health and Counseling Services

shcs.ucdavis.edu

Student Housing Living-Learning Communities

housing.ucdavis.edu/education/communities

The Pantry

thepantry.ucdavis.edu

Undergraduate Research Center Programs

urc.ucdavis.edu/programs

University Writing Program

writing.ucdavis.edu

Diversity Resource Pages

Several campus units maintain web pages that link to resources targeted specifically for faculty, staff, graduate students, undergraduates and people with disabilities, respectively.

Academic Diversity Resources

academicaffairs.ucdavis.edu/diversity

Accessibility at UC Davis

accessibility.ucdavis.edu/accessibility-resources

Diversity Resources at UC Davis

ucdavis.edu/diversity/resources

Graduate Studies Diversity Resources

gradstudies.ucdavis.edu/diversity

Undergraduate Admissions Multicultural Campus and Student Resources

admissions.ucdavis.edu/multicultural

WorkLife and Wellness

worklife-wellness.ucdavis.edu

Schools and Colleges Diversity Resource Pages

Several schools and colleges offer diversity resource sites targeted to students in their programs.

Graduate School of Management

gsm.ucdavis.edu/post/diversity-inclusion

School of Education

education.ucdavis.edu/pod/diversity-uc-davis-0

School of Medicine - Office of Student and Resident Diversity

ucdmc.ucdavis.edu/diversity/

School of Veterinary Medicine

vetmed.ucdavis.edu/students/diversity

Centers and Institutes

These centers and institutes offer opportunities for interdisciplinary research on diversity and inclusion issues.

Center for Mind and Brain

mindbrain.ucdavis.edu

Center for Poverty Research

poverty.ucdavis.edu

Center for Reducing Health Disparities

ucdmc.ucdavis.edu/crhd

Hemispheric Institute on the Americas (HIA)

hia.ucdavis.edu

Institute for Social Sciences

socialscience.ucdavis.edu



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